

**CURRICULUM DOCUMENT  
STUDY PROGRAMME: ELEMENTARY  
TEACHER EDUCATION**



**FACULTY OF EDUCATION  
UNIVERSITY PGRI SEMARANG  
2025**

# DOCUMENT


Development of Higher Education Curricula



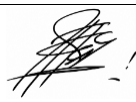




Elementary Teacher Education Programme

Semarang, 2025

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**Faculty : Education**

UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG 2025

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## FOREWORD

By the grace of Allah SWT, we have been able to compile this curriculum book for the Bachelor's Degree Programme in Programme in Elementary Teacher Education (PGSD), Faculty of Education (FIP), PGRI University of Semarang. This curriculum book has been compiled as a curriculum guide for the five-year period (2025) of the Elementary Teacher Education Undergraduate Programme. The curriculum has been developed in accordance with the National Qualifications Framework (KKNI) and Ministry of Education, Culture, Research and Technology Regulation No. 53 of 2023 on Quality Assurance in Higher Education, subsequently updated by Ministry of Education, Culture, Research and Technology Regulation No. 39 of 2025. Furthermore, this document has been compiled based on input from various stakeholders, such as: students, alumni, employers of graduates, industry partners, etc. The curriculum development process involved the entire academic community of the Elementary Teacher Education Undergraduate Programme. It is hoped that the 2025 curriculum will produce outstanding and self-reliant prospective educators in the field of Primary Education with a focus on multimedia.

As part of efforts to further improve the curriculum document, the Primary School Teacher Education Programme welcomes criticism and suggestions from all parties. We, the curriculum development team of the Elementary Teacher Education Programme, would like to express our gratitude for any constructive criticism, suggestions, and cooperation.

Semarang, 11 September 2025

Dean of Faculty of Education  
Universitas Persatuan Guru Republik Indonesia Semarang



Ervina Eka Subekti, S.Si, M.Pd

## STUDY PROGRAMME IDENTITY

No	Name of Higher Education	UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG
1	Faculty/Postgraduate	Faculty of Education
2	Study Programme	Elementary Teacher Education
3	Accreditation Status	Excellent
4	Level of Education	Bachelor
5	Graduate Qualification	S.Pd
6	Academic Vision	To study, develop and implement primary school education based on edupreneurship, to produce graduates who excel in multimedia and/or arts management, possess an entrepreneurial spirit and have a strong sense of identity based on AdAB values
7	Number of Students	2205
8	Number of Lecturers	43
9	Study Programme Address	Jl. Dr. Cipto-Lontar No. 1, Semarang
10	Telephone	(024) 8316377
11	Study Programme Website	<a href="https://pgsd.upgris.ac.id/wp-login.php">https://pgsd.upgris.ac.id/wp-login.php</a>

## **1. Foundations of Curriculum Design and Development**

### **1.1 University Values**

Universitas Persatuan Guru Republik Indonesia Semarang, upholds the value of “The Meaning University” as a university that creates, imparts, and safeguards meaning for the betterment of an outstanding and self-aware society. Excellence means possessing professional, pedagogical, and social competencies, as well as a strong sense of identity; this entails having the character and moral integrity to uphold these competencies as professional educators of character who bring meaning to people’s lives and the greater good of society. Furthermore, the University of the Indonesian Teachers’ Union in Semarang applies the principle of exemplary leadership through the values of Adaptability, Enthusiasm, and Integrity (AdAB).

Based on the elaboration of the values to be achieved, the values of the Elementary Teacher Education Programme are:

- a. possessing professional, pedagogical, social, and personal competencies. Specifically, excelling in the fields of educational multimedia and Art Direction.
- b. Possessing an identity as a prospective primary school teacher with the character and moral integrity to uphold their competencies as a professional, principled educator who brings meaning to the lives and well-being of the community.

### **1.2 Philosophical Foundation**

The development of knowledge within the Elementary Teacher Education curriculum is not merely aimed at transferring information, but at shaping well-rounded individuals capable of critical thinking, empathy, and making positive contributions. Philosophically, our approach is rooted in constructivism and pragmatism, with a strong emphasis on humanism.

#### **a. Constructivism: Knowledge is Constructed, Not Passively Received**

We believe that knowledge is not something passively received by students, but is actively constructed through experience, reflection, and interaction. In the context of Elementary Teacher Education, this means:

1. **Experience-Based Learning:** Students do not merely learn teaching theory, but also experience first-hand how the teaching and learning process unfolds, whether through simulations, observations, or field practice. They will be encouraged to design their own learning activities, explore new methods, and experiment within the classroom environment.
2. **Critical Reflection:** Following each experience, students will be guided to reflect on what they did, why it succeeded or failed, and how they can improve it. This is an essential metacognitive process for the internalisation of knowledge and the development of deep understanding.
3. **Discussion and Collaboration:** Knowledge is enriched through dialogue and collaboration. Students will be encouraged to share ideas, engage in constructive debate, and build collective understanding through interaction with fellow students and lecturers.

Through this constructivist approach, students do not merely memorise facts, but develop higher-order thinking skills such as analysis, synthesis, evaluation, and creation. This forms the foundation for understanding the nature of life, namely as a process of continuous learning and adaptation to life's dynamics.

#### **b. Pragmatism: Knowledge Serves to Improve Quality of Life**

The philosophy of pragmatism emphasises that knowledge has value if it can be applied to solve problems and improve the quality of life. For Elementary Teacher Education students, this means:

1. **Action-Oriented Approach:** The knowledge gained must be relevant and applicable in real-world practice. Our curriculum will emphasise case studies, problem-based projects, and tasks that require students to identify challenges in education and formulate innovative solutions.
2. **Focus on 21st-Century Skills:** We will equip students with the essential skills to navigate the complexities of the modern world, such as problem-solving, critical thinking, creativity, communication, and collaboration. These skills are not only useful in the teaching profession but also in their personal and social lives.
3. **Character and Ethical Development:** Improving quality of life is not just about intellectual ability, but also about moral integrity and ethics. Students will be equipped

with an understanding of a teacher's social responsibilities, the importance of noble values, and a commitment to creating an inclusive and equitable learning environment.

Through a pragmatic approach, students understand that the essence of life is about making a positive impact and that knowledge is a tool to achieve that goal. They will be motivated to continue learning and innovating for the benefit of themselves and society.

**c. Humanism: Placing People at the Centre of Learning**

The humanistic aspect of our curriculum ensures that the learning process values the unique potential of each individual and focuses on holistic personal development.

1. **Personal Development:** The curriculum will be designed to stimulate students' diverse intelligences, not only cognitive but also emotional, social and spiritual. Students will be encouraged to recognise their strengths and weaknesses, and to develop their full potential.
2. **Empathy and Social Awareness:** As future teachers, students need to possess a high degree of empathy towards learners with diverse backgrounds and needs. They will be guided to understand others' perspectives, build positive relationships, and develop an awareness of social issues relevant to education.
3. **Lifelong Learning:** The essence of life is a process of growth and learning that never ceases. We will instil in students the motivation to become lifelong learners, who are always curious, adaptable, and open to new ideas.

Through this humanistic foundation, students will understand that the essence of life is about becoming meaningful, empowered individuals capable of making a tangible contribution to humanity. They will be equipped not only with knowledge and skills, but also with the wisdom and conscience that guide them in enhancing the quality of life, both for themselves and for the wider community.

By integrating the philosophies of constructivism, pragmatism, and humanism, we are committed to producing Elementary Teacher Education graduates who are not only professionally competent but also possess a deep understanding of the essence of life and the ability to become agents of positive change in their communities.

### 1.3 Sociological Foundation

The curriculum is not a sterile entity or one detached from social reality. On the contrary, the curriculum is a social construct that is heavily influenced by the values, needs, challenges, and aspirations of the society in which it exists. Therefore, in designing and evaluating the curriculum, a sociological foundation is crucial. This ensures that the curriculum, as an educational framework encompassing objectives, content, learning activities, and the learning environment, can provide relevant and positive experiences for students' personal and social development.

Society is both the source and the goal of education. The curriculum we have developed aims to:

- a. **Reflect Community Needs:** The Elementary Teacher Education curriculum must be responsive to the demands and changes within society. For example, technological advancements, environmental issues, social inclusion, and the need for innovative and adaptable teachers are factors that directly influence what is taught and how it is taught. We analyse social trends, the demands of the teaching job market, and the aspirations of the educational community to ensure the relevance of the content.
- b. **Fostering Responsible Citizens:** Education is not merely about transferring knowledge, but also about shaping individuals capable of living harmoniously, contributing, and becoming agents of positive change. The curriculum will integrate values such as tolerance, social justice, empathy, and democratic participation. Students will be encouraged to understand their roles as citizens and future teachers who will shape the next generation

Students' personal and social development is greatly influenced by their interactions with their surroundings. Our curriculum harnesses these social dynamics by:

- a. **Collaborative and Cooperative Learning:** Students will engage in various group activities, joint projects, and discussions that encourage them to interact, share ideas, negotiate, and resolve conflicts. This develops essential social skills, such as effective communication, leadership, and teamwork. A positive learning environment will support the exploration of ideas without fear of making mistakes.
- b. **Engagement with Social Issues:** Course content and learning activities will frequently address contemporary social issues relevant to the world of education. For example, students might analyse educational inequality, design literacy programmes for

underprivileged communities, or understand the challenges faced by children with special educational needs. This helps students develop social awareness and a sense of responsibility towards society.

- c. **Community-Based Learning Experiences:** The curriculum will provide opportunities for students to interact directly with diverse sections of society through community service programmes, field placements in schools with varying characteristics, or visits to social institutions. These experiences are invaluable for developing empathy, a broader perspective, and an understanding of socio-cultural diversity.

#### **1.4 Psychological Foundations**

The psychological foundation in curriculum development is key to creating a learning environment that not only facilitates the acquisition of knowledge but also actively encourages curiosity and motivates students to engage in lifelong learning.

The Elementary Teacher Education curriculum is designed with consideration of the cognitive (ways of thinking) and affective (ways of feeling and behaving) developmental stages of students at the higher education level.

- a. **Cognitive Theory:** the integration of principles from cognitive theory (e.g., the theories of Piaget, Vygotsky, or information processing) to ensure that learning materials and activities are presented in a way that is challenging yet accessible to students' abstract and critical thinking abilities. This involves providing complex problems, case studies, and opportunities for independent inquiry, which stimulate intellectual curiosity and encourage students to build a deeper understanding, rather than merely memorising.
- b. **Social Learning Theory:** the importance of social interaction in learning. The curriculum encourages collaborative learning, group discussions, and joint projects to capitalise on peer-to-peer learning and lecturer guidance. These interactions not only enrich cognitive understanding but also develop the social-emotional skills essential for prospective teachers.
- c. **Humanistic Theory:** prioritises students' intrinsic motivation and self-actualisation. The curriculum offers choice and autonomy in learning, allowing students to explore their own interests through research projects, independent assignments, or essay

writing. This fosters a sense of ownership over their learning process and cultivates a joy in discovering new things.

To foster lifelong learning, the developed curriculum focuses on building intrinsic motivation and metacognitive skills.

- a. **Stimulating Curiosity:** Learning materials are presented in relevant contexts and often through unanswered big questions or real-world problems. This approach is designed to spark students' natural curiosity, encouraging them to seek answers and explore further beyond the provided material. We use project-based learning (PjBL) or problem-based learning (PBL) to provide authentic challenges.
- b. **Development of Metacognition:** Students are taught to 'learn how to learn'. They are trained to reflect on their own learning processes, identify effective learning strategies, and understand their strengths and weaknesses as learners. For example, after completing a task, they will be asked to analyse how they approached the problem, what they learnt, and how they could improve in the future. These skills are essential for becoming a lifelong, independent learner.
- c. **Constructive Feedback:** Assessment and feedback are designed not only to measure outcomes but also to guide the learning process. Constructive, improvement-oriented feedback helps students view mistakes as learning opportunities rather than failures, thereby maintaining their motivation.

### **1.5 Historical Background**

The Elementary Teacher Education Study Programme (PGSD) at Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS) has a history closely linked to the evolution of teacher education in Indonesia, particularly in meeting the need for high-quality primary school teachers. The Elementary Teacher Education Study Programme UPGRIS originated from the commitment of the University of the Indonesian Teachers' Union, Semarang (formerly known as IKIP PGRI Semarang) to provide teacher training. The need for professional and competent primary school teachers was the main rationale behind the establishment of this programme. Initially, the focus was on preparing teachers capable of implementing the national curriculum in force at the time, with an emphasis on mastery of basic teaching materials and conventional learning methodologies. Over time, the Elementary Teacher Education at UPGRIS has

consistently adapted to changes in the curriculum in line with evolving needs and policies.

The first curriculum to be implemented was the 2009 curriculum. In the early stages, the Elementary Teacher Education curriculum tended to be content-based, with the main emphasis on mastery of the core subjects (Indonesian, Mathematics, Science, Social Studies, etc.) to be taught in primary schools. Students were equipped with in-depth knowledge of each discipline, as well as a basic understanding of pedagogy to deliver the material. The learning model applied was still dominated by lectures and assignments focused on the transfer of information.

Curriculum Development Based on the Indonesian National Qualifications Framework (KKNI) and the National Higher Education Standards (SNPT) – Post-2012: With the issuance of Presidential Regulation No. 08 of 2012 on the KKNI and Higher Education Law No. 12 of 2012, as well as Ministry of Research, Technology and Higher Education Regulation No. 44 of 2015 on the SNPT, higher education curricula are required to align with learning outcomes corresponding to KKNI levels. This ensures that graduates of the UPGRIS Elementary Teacher Education Programme possess nationally recognised qualifications and clear competency standards. The Elementary Teacher Education UPGRIS programme curriculum continues to evolve; for example, in 2015 there were curriculum changes to adjust the credit load and content standards.

From 2020: The MBKM policy, as outlined in Ministry of Education, Culture, Research and Technology Regulation No. 53 of 2023 on Higher Education Quality Standards which was subsequently updated to ‘Fulfilment of Study Load Outside the Study Programme’ under Ministry of Education, Culture, Research and Technology Regulation No. 39 of 2025 on Higher Education Quality Standards along with advancements in science and technology and the needs of the education sector, have brought significant changes to the structure of higher education curricula. The Elementary Teacher Education programme at UPGRIS has adapted its curriculum to enable students to take courses outside their degree programme, undertake village-based projects, conduct research, provide teaching assistance, undertake industrial placements, and engage in various other activities that enhance their learning experiences beyond the campus.

The Elementary Teacher Education programme at UPGRIS continually adapts to changes in the higher education curriculum in Indonesia, shifting from an emphasis on content to competencies, and now placing strong emphasis on relevance and real-world learning experiences through ‘Curriculum-Exceeding Learning Load’ programmes. This is done to produce professional, character-driven primary school teachers capable of addressing future educational challenges.

Whilst valuing the past, the curriculum must be forward-looking. History also teaches us about cycles of change and the need for adaptation. Therefore, the Elementary Teacher Education curriculum must proactively prepare students to face:

- a. 21st-Century Challenges: The curriculum will equip students with 21st-century skills relevant to global developments, such as critical thinking, creativity, collaboration, and communication (4Cs). These are cross-disciplinary skills that will ensure graduates remain relevant across various contexts.
- b. The Industry 4.0 Era and the Transition to 5.0: Elementary Teacher Education students must understand the impact of information technology, automation, and artificial intelligence on society and education. They must be able to utilise technology in learning, develop digital literacy, and understand digital ethics. Furthermore, they must be prepared to face the shift towards Industry 5.0, which emphasises human-machine collaboration, sustainability, and a focus on human values. This means the curriculum must emphasise the development of non-routine skills, such as complex problem-solving, adaptability, and the ability to innovate.
- c. The Ability to Read the Signs of Development: History teaches us that change is constant. The curriculum will train students to adopt a growth mindset and the ability to analyse future trends, whether in the fields of education, technology, society, or the economy. This involves developing basic research skills, data analysis, and the ability to learn independently from various sources of information. They must become adaptive and proactive learners, ready to face the uncertainties of the future

## **1.6 Legal Basis**

1. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia Year 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586).

2. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia Year 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336).
3. Government Regulation No. 4 of 2014 on the Organisation of Higher Education and the Management of Higher Education Institutions.
4. Presidential Regulation of the Republic of Indonesia No. 8 of 2012, on the Indonesian National Qualifications Framework (KKNI).
5. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 73 of 2013 on the Implementation of the KKNI in the Higher Education Sector.
6. Regulation of the Minister of Education and Culture No. 7 of 2020 concerning the Establishment, Amendment and Dissolution of State Higher Education Institutions, and the Establishment, Amendment and Revocation of Licences for Private Higher Education Institutions;
7. Regulation of the Minister of Education, Culture, Research, and Technology No. 13 of 2022 on Amendments to Regulation of the Minister of Education and Culture No. 22 of 2020 on the Strategic Plan of the Ministry of Education and Culture for the Years 2020–2024;
8. Regulation of the Minister of Education, Culture, Research and Technology No. 6 of 2022 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees, and the Equivalence of Diplomas from Higher Education Institutions in Other Countries;
9. Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023 on Quality Assurance in Higher Education;
10. Decision of the Minister of Research, Technology, and Higher Education No. 123 of 2019 concerning Internships and the Recognition of Semester Credit Units for Industrial Internships for Bachelor's and Applied Bachelor's Programmes;
11. Regulation of the Minister of Higher Education, Science and Technology No. 39 of 2025, concerning Quality Assurance in Higher Education;
12. Decision of the YPLP PT PGRI Semarang No. 075/P.Y/U/Kpts/3.1/YPLP PT PGRI/V/2019 dated 10 May 2019 on the Statutes of the University of PGRI Semarang;

13. Decision of the Rector of the University of the Indonesian Teachers' Union, Semarang, No. 056/SK/UPGRIS/IX/2024 on the Establishment of the Vision, Mission and Objectives of the University of the Indonesian Teachers' Union, Semarang;
14. Decision of the Rector of the University of the Indonesian Teachers' Union, Semarang, No. 013.a/SK/UPGRIS/II/2025 regarding the Learning Outcomes of Graduates from Study Programmes at the University of the Indonesian Teachers' Union, Semarang;
15. Decision of the Rector of the University of the Indonesian Teachers' Association, Semarang, Number 012/SK/UPGRIS/II/2025 regarding the Establishment of the Structure and Distribution of Courses for Undergraduate Students at the University of the Indonesian Teachers' Association, Semarang;
16. Decision of the Rector of the University of the Teachers' Union of the Republic of Indonesia, Semarang, Number 014/SK/UPGRIS/II/2025 regarding the Determination of Course Credits for Master's Degree Students at the University of the Teachers' Union of the Republic of Indonesia, Semarang.
17. Decision of the Rector of the University of the Teachers' Union of the Republic of Indonesia, Semarang, Number 034.a/SK/UPGRIS/IV/2025 regarding the Determination of the Distribution of General Courses/Compulsory Curriculum Courses and UPGRIS Distinctive Courses within the University of the Teachers' Union of the Republic of Indonesia, Semarang.
18. Rector's Decree on the Vision, Mission, Objectives, and Targets of the Faculty/ Bachelor's Programmes.
19. Rector's Decision on the Academic Vision of Study Programmes.

## **2. Curriculum Evaluation & Tracer Study**

### **2.1 Curriculum Evaluation**

The Elementary Teacher Education Bachelor's at UPGRIS commenced in June 2009, with the following accreditation history:

- a. Registered status pursuant to the Decree (SK) of the Minister of Education and Culture of the Republic of Indonesia No. 981/D/T/2009

- b. EQUIVALENT status obtained via a Decision Letter from the Ministry of Education and Culture of the Republic of Indonesia No. 7826/D/T/K-VI/2011
- c. Grade C accreditation from the National Accreditation Board for Higher Education (BAN-PT) was obtained via Decision No. 032/BAN-PT/Ak-XV/S1/X/2012
- d. Grade B accreditation from the National Accreditation Board for Higher Education (BAN-PT) was obtained by Decision No. 0090/SK/BAN-PT/Akred/S/II/2016
- e. Excellent Accreditation from the Independent Education Accreditation Agency (LAMDIK) No. 145/SK/LAMDIK/Ak/S/II/2024

This accreditation signifies national recognition of the quality of various aspects of the delivery of educational programmes within the study programme. Internally, the Elementary Teacher Education study programme follows an academic quality assurance cycle through Internal Quality Audits (AMI) conducted by UPGRIS on a regular annual basis.

In 2024, a major (biennial) evaluation of the Elementary Teacher Education Study Programme curriculum will be carried out to align with the policy on the Fulfilment of Study Load Outside the Study Programme (or, as referred to in Ministry of Education, Culture, Research and Technology Regulation No. 53 of 2023, known as MBKM). The evaluation includes a review of the vision and mission, the independent professional profile (PPM), graduate learning outcomes (PLO), updates to course materials, and the establishment of the curriculum structure.

The fundamental change in the 2025 Elementary Teacher Education Programme Curriculum lies in the adjustment of thematic learning modules. These cover the competency that students are able to design and implement learning using thematic methods. The development of the 2024 Elementary Teacher Education Programme Curriculum is a follow-up to the results of a major evaluation that has been carried out involving internal and external stakeholders, including lecturers, students, educational staff, alumni, users, programme associations, industry, and subject matter experts. The results of the evaluation of the 2022 Elementary Teacher Education Programme curriculum were subsequently incorporated into the 2025 Curriculum, as shown in Table 2.1.

The changes to the 2025 Curriculum are also in line with feedback obtained from benchmarking activities carried out by the Elementary Teacher Education Programme through visits to other universities, namely Ganesha University of Education and Bengkulu State University, as well as the results of discussions with representatives from other universities who visited the Programme.

Comprehensively, the implementation of outcome-based education in the Elementary Teacher Education programme involves three integral components, namely:

Outcome-based curriculum. In this aspect, one of the key questions is, ‘What are graduates capable of doing after graduating from the Elementary Teacher Education Programme?’ To answer this question, the Elementary Teacher Education Programme has formulated explicit Learning Outcomes for the 2025 curriculum.

Outcome-based learning and teaching. This aspect then asks, “How can we ensure students achieve these learning outcomes?” The Elementary Teacher Education programme implements the curriculum through student-centred learning.

Outcome-based assessment. “How are the learning outcomes achieved by students measured?” is the next key question. To answer this, the Elementary Teacher Education programme will conduct learning assessments using assessment rubrics to measure the extent to which learning outcomes have been achieved. This integrates an outcomes-based education paradigm aligned with the Indonesian National Qualifications Framework (KKNI).

Table 2.1. Evaluation of the 2022 Curriculum and Follow-up Actions for the 2025 Curriculum

Evaluation Components	Review	Action Plan
<b>Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives</b>		
a. Relevance of the Academic Vision, Educational Objectives, and Strategies for Achieving Educational Objectives to the Faculty’s VMTS	In terms of relevance, the academic vision is already aligned with the Faculty’s VMTS, but the distinctive characteristics of the programme need to be further emphasised	Reformulate the academic vision so that its relevance to the Faculty’s VMTS is more clearly evident
b. Relevance of the Academic Vision, Educational Objectives, and Strategies for Achieving Educational Objectives to learning outcomes	1. The academic vision is not yet specific enough to reflect the distinctive characteristics of the Elementary Teacher Education Study Programme, making it	1. Ensure that the Elementary Teacher Education study programme’s academic vision is explicitly translated into

Evaluation Components	Review	Action Plan
	<p>difficult to identify its relevance to learning outcomes</p> <p>2. The programme's educational objectives are broad statements describing the careers and professional achievements the programme prepares graduates to attain; <b>however</b>, the careers and professional achievements intended for graduates are not clearly articulated</p>	<p>measurable learning outcomes and innovative learning strategies, and that these clearly reflect the programme's distinctive features</p> <p>2. Reformulate educational objectives and achievement strategies so that the career path and professional achievements can be clearly outlined</p>
<p>c. Relevance of the Academic Vision, Educational Objectives, and Strategies for Achieving Educational Objectives to the graduate profile</p>	<p>1. Findings from the tracer study and stakeholder feedback indicate that, generally speaking, the alignment of the Elementary Teacher Education Study Programme's Academic Vision, Educational Objectives, and Strategies for Achieving Educational Objectives with our graduate profile is already quite good. Our graduates demonstrate adaptability and competitiveness in the field, indicating that the foundational knowledge, skills, and attitudes we instil through the Academic Vision, Educational Objectives, and Strategies for Achieving Educational Objectives align with the needs of the primary school teaching profession.</p>	<p>1. Formulating a more explicit Academic Vision that accommodates the role of graduates in the field.</p> <p>2. Identifying specific competencies required in the future (e.g., data literacy, computational thinking for primary school children, neurodiversity education, or proficiency in educational AI tools).</p>
<p>d. Curriculum Relevance to the KKNi (according to level)</p>	<p>The curriculum is already aligned with the KKNi level for Bachelor's degrees (S1), which is Level 6</p>	<p>Mapping of graduate learning outcomes (PLO) to each course and alignment of PLO with KKNi descriptors is in place, but needs to be further detailed and disseminated more widely to lecturers and students.</p>
<p>e. Relevance of the Curriculum to Ministerial Regulation No. 53 of 2023</p>	<p>The 2022 curriculum has been based on the eight National Education Standards (SNP)</p>	<p>Ensuring that the formulation of Graduate Learning Outcomes (PLO) in the 2024</p>

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	stipulated in Ministry of Research, Technology and Higher Education Regulation No. 3 of 2020 (now updated by Ministry of Research, Technology and Higher Education Regulation No. 53 of 2023), covering standards for graduate competencies, learning content, the learning process, learning assessment, lecturers and educational staff, facilities and infrastructure, and learning management	Curriculum not only meets the minimum standards of the National Qualifications Framework (KKNI), but also incorporates 21st-century skills, digital literacy, and competencies required within the Industry 4.0 ecosystem, as mandated by Ministry of Research, Technology and Higher Education Regulation No. 53 of 2023
f. Curriculum relevance to the world of work	Overall, the Elementary Teacher Education Study Programme curriculum demonstrates a strong level of relevance to the needs of the world of work. Some of the key indicators are: High Graduate Employment Rates: Results from tracer studies consistently show that Elementary Teacher Education programme graduates have good employment rates across various primary education institutions, both public and private. This indicates that the competencies possessed by graduates align with labour market demands.	<ol style="list-style-type: none"> <li>1. Redesigning several core courses to make greater use of project-based learning, case-based learning, or discovery learning, so that students become accustomed to designing and implementing innovative teaching methods. Lecturers are encouraged to act as role models in the application of these methods.</li> <li>2. Strengthening courses related to educational technology (e.g. Educational Media, ICT for Education).</li> </ol>
g. Scope of competencies/skills (academic fields of the study programme and the needs/demands of the workplace)	Based on the results of curriculum analysis, tracer studies, and input from various stakeholders, the scope of competencies/skills provided by the UPGRIS Elementary Teacher Education curriculum is already sufficiently comprehensive and aligned with the basic needs of the primary school teaching profession. Nevertheless, an in-depth review has also identified several areas where the scope of competencies needs to be strengthened to be more relevant to the dynamics and demands of	<ol style="list-style-type: none"> <li>1. Integrating AI tools for teachers (e.g. educational chatbots, content generators) into ICT or Educational Media courses.</li> <li>2. Revising the syllabus for entrepreneurship courses to equip students with the fundamentals of idea development, project management, and marketing for educational products/services. Organising talk shows with successful edupreneurs.</li> </ol>

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	<p>the primary school teaching profession in the modern era, including:</p> <ol style="list-style-type: none"> <li>1. Digital Skills and Data Literacy</li> <li>2. Entrepreneurial Readiness in the Field of Education</li> </ol>	
h. Clarity of Competency/Skill Content	<p>Based on a review of curriculum documents, observations of the learning process, and feedback from lecturers and students, in general, the content of competencies/skills within the Elementary Teacher Education UPGRIS programme curriculum is sufficiently clear and well-defined. However, an in-depth review also identified specific areas requiring improvement in terms of the clarity and operationalisation of competency content; namely, some competencies need to be translated more concretely into real-world workplace scenarios, such as the use of the latest technology or the handling of specific cases in primary schools</p>	<p>Form a curriculum team to develop a detailed matrix of PLO achievement indicators down to the level of specific and measurable sub-competencies. This matrix will include descriptions of observable behaviours and performance criteria for each competency.</p>
<b>Programme Graduate Profile</b>		
Alignment of the Graduate Profile with the Workplace	<p>In general, the graduate profile of the UPGRIS Elementary Teacher Education Study Programme demonstrates good alignment with the needs of the workplace for primary school teachers. However, an in-depth review also reveals that the relevance of the graduate profile to the current workplace requires reassessment.</p>	<p>Organising structured annual forums for alumni and employers to identify skill gaps and gather specific feedback regarding graduate suitability. The outcomes of these forums will be directly incorporated into curriculum revisions.</p>
<b>Programme Learning Outcomes</b>		
a. Scope of Competencies	<p>Based on an analysis of curriculum documents, the Semester Learning Plans (RPS) for each course, observations of teaching processes, and feedback from lecturers and students, in general, the scope of competencies provided by the</p>	<ol style="list-style-type: none"> <li>1. Conducting regular surveys and focus group discussions (FGDs) with employers of graduates and alumni to identify new competencies required in the field, as well as to evaluate the</li> </ol>

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	<p>UPGRIS Elementary Teacher Education Study Programme curriculum is adequate for producing competent primary school teachers. However, an in-depth review also identified several areas requiring strengthening and refinement in the scope of competencies to make them more adaptable to the dynamics of the current and future educational landscape, namely: a basic understanding of financial literacy or entrepreneurial concepts within an educational context, which could serve as an added value for today's teachers, remains insufficient in the current scope.</p>	<p>relevance of the existing scope of competencies.</p> <ol style="list-style-type: none"> <li>2. Add micro-credential modules or seminar sessions on basic financial literacy for teachers and entrepreneurial potential in the field of education (e.g., setting up tutoring centres, online courses, content creators in the multimedia sector).</li> </ol>
<p>b. Clarity of references for formulating learning outcomes</p>	<p>Based on an analysis of curriculum documents, syllabuses, and internal discussions with the curriculum development team and lecturers, in general, the Elementary Teacher Education Study Programme at UPGRIS already has clear and adequate references for formulating Learning Outcomes (CP).</p> <ol style="list-style-type: none"> <li>1. Our primary references are the Indonesian National Qualifications Framework (KKNI) Level 6 (for Bachelor's degrees) and the National Standards for Higher Education (SN Dikti) as stipulated in Ministry of Research, Technology and Higher Education Regulation No. 53 of 2023. Our LOs are formulated based on the aspects of attitude, knowledge, general skills, and specific skills in accordance with the SN Dikti format.</li> <li>2. The LOs are directly derived from the graduate profile for primary school teachers that</li> </ol>	<p>organising workshops to refine the LOs by involving lecturers and external experts. Focus on how references such as 21st-century skills models (e.g. from the P21 Framework, UNESCO) can be translated into LOs and measurable indicators.</p>

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	<p>we have established. This ensures that each LO has an objective relevant to the graduate's future role. However, an in-depth review also identified several areas requiring improvement in terms of clarity and depth of references for CP formulation: References for formulating CPs need to more explicitly cover global educational trends (e.g., sustainable education, more in-depth inclusive education)</p>	
<p>c. Coherence of learning outcome formulations</p>	<p>Based on an analysis of curriculum documents, the CL mapping matrix, and discussions with course lecturers, overall, the coherence of the CL formulations for the Elementary Teacher Education programme at UPGRIS is already quite good. CLs have been formulated by considering four main aspects (attitudes, general knowledge, general skills, specific skills) that complement and support one another to form comprehensive graduate competencies.</p>	<p>Developing a comprehensive matrix that not only maps the contribution of courses to the learning outcomes but also demonstrates the interrelationships between the learning outcomes themselves (for example, Learning Outcome 1 is a prerequisite for Learning Outcome 2), and the progression of learning outcomes from the first to the final semester. This matrix will serve as a 'roadmap' for lecturers and students</p>
<p>d. Quality of formulation (specific, measurable, and observable)</p>	<p>The quality of the CP formulations for the Elementary Teacher Education Study Programme at UPGRIS is already quite good in terms of specificity and observability, but there is still room for improvement regarding measurability.</p> <ol style="list-style-type: none"> <li>1. Specific: Most CPs have been formulated specifically, clearly stating what graduates must achieve. For example, "Able to design a thematic-integrative lesson plan (RPP) for primary school level."</li> <li>2. Observable: Competency</li> </ol>	<ol style="list-style-type: none"> <li>1. Form a dedicated team of core lecturers to review each CP and develop more measurable quantitative or qualitative performance indicators. For example, for the CP "Able to design a lesson plan", measurable indicators could be: "The lesson plan meets 80% of the curriculum standards" or "The lesson plan is differentiated for at least two learning groups."</li> <li>2. Organise intensive workshops for all lecturers to discuss and</li> </ol>

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	<p>standards can generally be observed through students' performance in assignments, practical sessions or teaching placements. For example, classroom management skills can be observed during teaching simulations.</p> <p>3. Measurable (Needs Improvement): Although indicators exist, some CP formulations remain insufficiently explicit regarding measurable criteria or success levels. Operational verbs are used, but are not always accompanied by clear quantitative or qualitative standards to measure achievement objectively. For example, "Able to communicate effectively" – it needs to be clarified what "effectively" means and how to measure it.</p>	<p>align understanding regarding the formulation of specific, measurable, and observable CPs. The workshops will include hands-on practice in drafting CPs and their indicators.</p> <p>3. Develop holistic and analytical assessment rubrics for each CP or course that cover these measurable indicators. These rubrics will serve as tools for lecturers to assess and provide more objective and transparent feedback to students.</p>
<p>e. Alignment of learning outcomes with the graduate profile</p>	<p>4. The formulation of CP has been derived logically and systematically from the established graduate profile. This means that each CP is designed to specifically support the achievement of one or more aspects of the graduate profile.</p> <p>5. We have a mapping matrix linking CP to the graduate profile, which illustrates the contribution of each CP (whether in terms of attitudes, knowledge, general skills, or specific skills) to each indicator of the graduate profile. This facilitates tracking and evaluation.</p>	<p>1. Conducting FGDs (Focus Group Discussions) with lecturers teaching the relevant courses to identify CPs that can be reformulated or added to more specifically reflect the 'Innovative' aspect (e.g., the ability to create adaptive learning media, implementing blended learning) and the 'Character' aspect (e.g., demonstrating ethical leadership, commitment to professional development).</p> <p>2. Enrich the existing mapping matrix by adding more concrete performance indicators for each intersection point between the CPs</p>

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		and the graduate profile. This will help lecturers see how the CPs of their course specifically support the elements of the profile
<b>Curriculum Structure</b>		
a. Overall scope of courses at one level (learning outcomes, profile, and courses)	The UPGRIS Elementary Teacher Education curriculum structure includes sufficient courses for the undergraduate level and supports the achievement of CPs as well as the formation of the graduate profile. The curriculum includes essential courses covering all academic fields of Elementary Teacher Education	<ol style="list-style-type: none"> <li>1. Form a curriculum team to create a cross-curricular CP matrix showing how several courses collectively contribute to the achievement of more complex CPs. This matrix will help lecturers see the 'big picture' and integrate the material.</li> <li>2. Offer a wider variety of elective courses that allow students to develop specific interests</li> </ol>
b. Linkages between levels (Bachelor's and Master's, where applicable)	<p>Based on an analysis of the Elementary Teacher Education Bachelor's and Master's in Primary Education curriculum documents, as well as discussions with lecturers at both levels, there is generally a fairly good connection, though it remains implicit in some aspects.</p> <p>The Elementary Teacher Education Bachelor's curriculum has provided a solid foundation of knowledge and basic skills in pedagogy, primary school subject matter, and basic research, which are essential prerequisites for further study at the Master's level in Primary Education.</p>	<ol style="list-style-type: none"> <li>3. Organise a joint workshop between the Elementary Teacher Education Bachelor's and Primary Education Master's curriculum teams to develop a matrix illustrating the progression of learning outcomes from the undergraduate to the postgraduate level. This matrix will map how Bachelor's-level learning outcomes form the foundation for more complex Master's-level outcomes (for example, from 'able to apply methods' at the Bachelor's level to 'able to critically develop and evaluate methods' at the Master's level).</li> <li>4. Review the syllabuses of core modules at the Bachelor's and Master's levels to identify</li> </ol>

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		potential modules that can be equated.
c. Organisation of courses (University courses, faculty courses, programme-specific courses (compulsory and optional))	The organisation of courses in the Elementary Teacher Education Study Programme at UPGRIS is clearly divided into university-level, faculty-level, and programme-level courses (compulsory and optional). Although there is already a balance between compulsory and optional core courses, the ratio and flexibility of optional courses may need to be reviewed to better accommodate students' specific interests and the diverse needs of the labour market.	Conduct a survey of student interests and an analysis of labour market needs to identify potential new elective courses that are more relevant and in demand. Consider grouping elective courses into interest pathways.
d. Relevance of the course structure to the policy on fulfilling study load requirements outside the degree programme (for Bachelor's degree)	In general, the course structure of the Elementary Teacher Education programme at UPGRIS already demonstrates an intention to align with the policy on the Fulfilment of Study Load Outside the Degree Programme. The curriculum has allocated a number of credit hours that can be converted from activities outside the degree programme, in accordance with the guidelines for the Fulfilment of Study Load Outside the Degree Programme (e.g., internships, independent projects, student exchanges). Although there is an allocation of credit hours, the detailed mechanism for converting credit hours for various types of activities under the Policy on Meeting the Learning Load Outside the Study Programme (e.g., how many credit hours a 3-month internship is equivalent to and which courses these correspond to) still needs to be clarified, simplified, and widely disseminated to lecturers and students.	Develop highly detailed technical guidelines for the conversion of SKS for Academic Load Fulfilment Outside the Study Programme, covering: <ol style="list-style-type: none"> <li>1. A table of SKS equivalences for various types of activities (e.g., a 1-month internship = X SKS for Course A, Y SKS for Course B).</li> <li>2. Simple procedures for submission, approval, and reporting.</li> <li>3. Case studies and conversion simulations.</li> </ol>
<b>Course Description</b>		

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a. Depth of learning material	<p>The depth of learning material in the Elementary Teacher Education Study Programme at UPGRIS is sufficiently adequate for the Bachelor's level and meets the basic standards of Elementary Teacher Education.</p> <ol style="list-style-type: none"> <li>1. Mastery of Basic Concepts: The course description demonstrates that fundamental materials in pedagogy, educational psychology, and the didactics and methodology of primary school subjects are well covered.</li> <li>2. Alignment with the Bachelor's Level: The depth of the material generally aligns with the cognitive and psychomotor levels expected of undergraduate students, preparing them to become professional teachers.</li> <li>3. Relevance to Teachers' Core Needs: The course content is relevant to the core duties and responsibilities of a primary school teacher, such as lesson planning, delivery and assessment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conducting a workshop to revise course descriptions involving all lecturers. Each course description will be reviewed to ensure that it not only lists topics but also emphasises 'how students will use' or 'analyse' these theories/concepts within the context of primary education. For example, changing from 'Understanding learning theories' to 'Analysing and applying cognitive and behaviourist learning theories in the design of primary school learning activities.'</li> <li>2. Encourage lecturers to include in the course description that learning will involve case studies, simulations, or problem-based projects that require students to analyse complex issues in the real world of education and seek solutions.</li> <li>3. Strengthen course descriptions with operational verbs that indicate higher cognitive levels (e.g., 'evaluate', 'create', 'critically analyse') and include indicators that require these skills. This must be supported by adjustments to the course materials and assignments in the Syllabus.</li> </ol>
b. Scope of learning materials	<ol style="list-style-type: none"> <li>1. In general, the breadth of learning materials in the Elementary Teacher Education Study Programme at UPGRIS is sufficient to</li> </ol>	<p>Encourage lecturers to enrich course descriptions by emphasising various application scenarios, real-world case studies, and</p>

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	<p>produce professional primary school teachers.</p> <p>2. The breadth of the curriculum generally aligns with undergraduate qualification standards, equipping graduates with a sufficient range of knowledge to teach various subjects in primary schools.</p> <p>3. Although there is a balance, the breadth of the curriculum in providing various practical application scenarios for the theories taught could be enriched, particularly to prepare students to deal with the complexity of real-world cases.</p>	<p>practical projects to be discussed or undertaken by students. This will broaden their understanding of how theory is applied in various situations.</p>
<p>c. Relevance of CPMK to PLO</p>	<p>Based on an analysis of the RPS documents (which contain CPMK) and the curriculum matrix (which maps CPMK to PLO), as well as feedback from lecturers and learning evaluation results, in general, the relevance of CPMK to PLO in the Elementary Teacher Education Programme at UPGRIS is well established and documented in the curriculum</p>	<p>1. Although the CPMK is already in place, more specific, measurable, and observable CPMK achievement indicators at the course level still need to be clarified. This will make it easier for lecturers to design precise learning activities and assessments, and for students to understand expectations.</p> <p>2. Organise a workshop on refining the CPMK for all lecturers. The focus of the workshop is to formulate more operational CPMK performance indicators, using measurable verbs and accompanied by clear success criteria. These indicators will serve as the primary reference for assessment.</p>
<p>d. Course formats (lectures/theory, seminars, practicals, fieldwork, etc.)</p>	<p>The Elementary Teacher Education Study Programme at UPGRIS has implemented a variety of course formats that</p>	<p>3. Conducting training in learning methodologies for lecturers, focusing on the implementation of</p>

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	<p>support learning objectives, although with a predominance of certain formats.</p> <ol style="list-style-type: none"> <li>1. Lectures/Theory: The majority of core courses use lectures or theory to convey basic concepts of pedagogy, didactics, and subject matter. This is effective for building a foundation of knowledge.</li> <li>2. Practical sessions: Courses requiring practical skills (e.g. Learning Media, Computing) include practical sessions in laboratories, allowing students to practise directly.</li> </ol>	<p>active learning, student-centred learning, case-based learning, and problem-based learning. Encouraging the effective use of blended learning.</p> <ol style="list-style-type: none"> <li>4. Identify several relevant courses (e.g. Primary School Curriculum Development, Educational Innovation) to be fully converted into project-based courses, in which students produce tangible outcomes (e.g. innovative lesson plans, new learning materials, classroom action research reports).</li> </ol>
<b>Course Distribution</b>		
<p>a. Academic Sequence of Courses</p>	<p>Generally, the academic sequence of courses in the Elementary Teacher Education programme at UPGRIS is already quite logical and structured, progressing from basic concepts towards more complex applications.</p> <ol style="list-style-type: none"> <li>4. Foundations of Education: Introductory courses such as Introduction to Education, Educational Psychology, and Foundations of Pedagogy are placed in the early semesters, providing the necessary theoretical foundation.</li> <li>5. Subject Matter and Didactics-Methodology: These are followed by courses on primary school subject matter (Primary School Mathematics, Primary School Indonesian, etc.) integrated with their didactics and methodology, ensuring students understand both the content and how to teach it.</li> <li>6. Application and Integration:</li> </ol>	<ol style="list-style-type: none"> <li>1. Conducting a curriculum revision workshop involving all course lecturers to carefully identify and establish explicit prerequisites for courses that require mastery of concepts from other courses</li> <li>2. Develop a visual curriculum map illustrating how core competencies acquired in the early semesters progressively develop into more complex competencies in subsequent semesters. This map will outline the progression of skill-building from one course to the next.</li> </ol>

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	<p>Applied courses such as Primary School Curriculum Development, Learning Assessment, and Learning Media are generally placed in the middle semesters, preparing students for practical placement.</p> <p>7. Field Practice and Research: Field Experience Practice (PPL) and the Educational Research course are situated in the final semester, serving as the culmination of the integration of all knowledge and skills.</p>	
<p>b. Proportion of compulsory courses, elective courses, and MKU</p>	<p>In general, the proportion of compulsory courses, elective courses, and MKU is sufficiently balanced and in line with the guidelines applicable at UPGRIS and the KKNi standards for the Bachelor's degree level</p>	<p>A review of the efficiency of each core module is mandatory. If any course content can be condensed or the number of credit points reduced without compromising the core competencies, the remaining credit points may be allocated to increase the number of elective modules or to provide greater scope for activities fulfilling the study load outside the degree programme.</p>
<p>c. The credit load per semester</p>	<p>The credit load per semester in the Elementary Teacher Education Study Programme is already relatively balanced and in line with the university's academic guidelines, namely a maximum of 24 credits per semester.</p>	<ol style="list-style-type: none"> <li>1. Review the distribution of credits in semesters 1 and 2 to ensure the credit load remains optimal without overburdening new students. Consider moving some less urgent courses to the following semester or integrating certain course materials.</li> <li>2. Strengthen the role of academic tutors in providing counselling to students regarding course selection and the management of the credit load each semester, particularly for students with a low Grade Point</li> </ol>

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		Average or those wishing to take on a heavier credit load.
<b>Human Resources (HR)</b>		
a. Academic Relevance	<p>Based on an analysis of lecturers' academic qualifications, research and publication track records, professional experience, and student feedback, overall, the academic relevance of HR in the Elementary Teacher Education Study Programme at UPGRIS is quite good.</p> <ol style="list-style-type: none"> <li>1. Adequate Academic Qualifications: The majority of lecturers hold relevant postgraduate qualifications (Masters or PhD) in Elementary Teacher Education or related disciplines (e.g., Mathematics Education, Indonesian Language Education, Educational Psychology).</li> <li>2. Mastery of Course Content: Lecturers demonstrate a good grasp of the course material they teach, as reflected in their ability to explain concepts and answer students' questions.</li> <li>3. Involvement in Research: Some lecturers are active in research relevant to the field of primary education, and the results are often integrated into their teaching.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encouraging and facilitating lecturers to be active in professional teaching associations (e.g. PGRI, Ikatan Guru Indonesia) or academic forums at national and international levels (e.g. conferences, seminars). Building a database of lecturers' professional networks.</li> <li>2. Exploring the possibility of lecturer placement programmes at leading schools or innovative educational institutions for short-term immersion, or inviting renowned practitioners/academics as visiting scholars to share knowledge and best practices.</li> </ol>
b. Expertise and Experience	Based on lecturer profile data, teaching track records, involvement in community service activities, as well as feedback from students and stakeholders, in general, the expertise of the academic staff in the Elementary Teacher Education Study Programme at UPGRIS is sufficiently diverse	<ol style="list-style-type: none"> <li>1. Organising faculty immersion programmes or visiting teacher schemes in primary schools that have effectively implemented innovation, inclusive education, or the Merdeka Curriculum. Lecturers will spend time</li> </ol>

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	<p>and relevant.</p> <ol style="list-style-type: none"> <li>1. Teaching Experience: The majority of lecturers have extensive teaching experience at the higher education level, enabling them to understand classroom dynamics and student needs. Some also have a background as primary school teachers.</li> <li>2. Community Engagement: Many lecturers are actively involved in community engagement activities, such as teacher training, school mentoring, or the development of learning materials, which enriches their practical experience and has a positive impact on the community.</li> <li>3. Research Experience: Lecturers are active in research that contributes to the development of educational science, and often involve students in this process.</li> <li>4. Leadership/Managerial Experience: Some lecturers have experience in managerial or leadership roles at the programme, faculty, or university level, which develops their organisational and managerial skills.</li> </ol>	<p>in schools to observe, participate, and share best practices.</p> <ol style="list-style-type: none"> <li>2. Encouraging and facilitating lecturers to engage in nationally or internationally funded research or development projects related to edutech, curriculum development, or quality assurance in primary education. Building networks with research institutions and educational consultants</li> </ol>
<p>c. Qualifications and adequacy of educational staff based on their job type (administration, librarians, technicians, laboratory assistants, etc.)</p>	<p>The qualifications of educational staff in the Elementary Teacher Education Study Programme at UPGRIS are adequate, though there are some areas requiring strengthening in terms of the adequacy and relevance of specific expertise.</p> <ol style="list-style-type: none"> <li>3. Administrative Staff: The programme's administrative staff possess appropriate educational qualifications</li> </ol>	<p>Conduct regular training on excellent service, effective communication, and problem-solving for all administrative staff. Involve them in the development of standard operating procedures (SOPs) for services to ensure consistency and quality</p>

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	<p>and demonstrate good ability in managing documents, schedules, and student services. Their numbers are sufficient to handle daily routine tasks.</p> <p>4. Librarians: Librarians serving at university level possess professional qualifications and are capable of managing book and journal collections. However, their specific understanding of Elementary Teacher Education literature requirements at programme level could still be improved.</p> <p>5. Laboratory Assistants/Technicians: Laboratory assistants working in the microteaching or computer laboratories generally possess basic technical understanding. The adequacy of their numbers depends on the intensity of laboratory use.</p> <p>6. General Skills: Educational staff as a whole demonstrate dedication and commitment to supporting academic activities.</p>	
<b>Facilities and Infrastructure</b>		
<p>a. Laboratories (workshops/studios/fields/etc.)</p>	<p>The Elementary Teacher Education Study Programme has adequate laboratory facilities to support practical and simulated learning activities.</p> <p>1. Microteaching Laboratory: A microteaching laboratory is available, equipped with basic facilities (whiteboard, projector, desks and chairs). This facility is frequently used for student teaching practice.</p> <p>2. Computer/ICT Laboratory: There is a computer lab suitable for ICT learning and</p>	<p>1. Plans are in place to revitalise one of the existing rooms into a 'Primary School Teachers' Creativity Studio', equipped with art materials, basic musical instruments, craft supplies, and simple visual coding software, specifically for students to practise developing their skills.</p> <p>2. Implementing a centralised online booking system for all</p>

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	<p>the development of basic digital learning materials.</p> <p>3. Model Classrooms (Simulation): Several classrooms can be adapted for more realistic learning simulations, although they are not exclusively dedicated to this purpose.</p> <p>4. Availability of Teaching Aids and Learning Media: There is a collection of basic teaching aids and learning media that students can use for practical work.</p> <p>5. Cleanliness and Maintenance: all facilities are well-maintained and clean.</p>	<p>laboratories, ensuring scheduling efficiency and avoiding overlaps. Extending laboratory operating hours where possible, particularly in the run-up to exams or final projects.</p>
<p>b. Laboratory equipment and materials (workshops/studios/fields/e tc.)</p>	<p>The Elementary Teacher Education Study Programme has laboratory equipment and materials that are sufficiently adequate for basic practical activities,</p> <p>1. Basic Equipment: Basic laboratory equipment such as projectors, whiteboards, simple sound systems, and computers in the ICT Lab are generally available and in good working order. Conventional teaching aids are also available in adequate quantities.</p> <p>2. Consumables: Consumables for basic practical sessions (e.g. stationery, paper, simple craft materials) are sufficiently available, although there are occasionally delays in procurement.</p> <p>3. Microteaching Lab Facilities: The microteaching lab is equipped with basic video recording equipment, enabling students to record and reflect on their teaching practice.</p>	<p>Collaborate with the disability studies centre (if available) or inclusive education experts to compile a list of learning tools and materials that support students with special needs. Propose the procurement of these priority items.</p>

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c. Library	<p>The library facilities and infrastructure serving the Elementary Teacher Education Study Programme are sufficiently adequate.</p> <ol style="list-style-type: none"> <li>1. Physical Facilities: Reading rooms, tables, chairs, and discussion areas in the library are generally available, comfortable, and well-maintained. Internet access via Wi-Fi is also available.</li> <li>2. Conventional Collection: The number of conventional (printed) textbooks and reference books relevant to the field of primary education and the Elementary Teacher Education Study Programme is quite adequate, and the university's general collection is varied.</li> <li>3. Loan System: The book loan system is computerised, facilitating the transaction process.</li> <li>4. Basic Services: Library staff are able to provide basic services such as borrowing/returning and assistance with book searches.</li> </ol>	<p>Establish a more responsive mechanism for lecturers to recommend the latest printed books and e-books relevant to the courses they teach and current educational trends. The library will prioritise acquisitions based on these recommendations.</p>
d. Classrooms	<p>The Elementary Teacher Education Study Programme has adequate classroom facilities and infrastructure for routine teaching activities.</p> <ol style="list-style-type: none"> <li>1. Sufficiency of Numbers: The number of classrooms available is sufficient to accommodate the number of students and the busy lecture schedule.</li> <li>2. Basic Comfort: Most classrooms are equipped with suitable chairs and desks, adequate lighting, and each classroom is fitted with</li> </ol>	<p>Conduct an accessibility audit of classrooms and identify areas requiring improvement (e.g., installation of ramps, adjustment of desk heights, rearrangement of pathways). Collaborate with relevant units to implement universal design principles.</p>

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	air conditioning 3. Standard Equipment: Each classroom is equipped with a whiteboard, markers, and an Android TV, which are the basic tools for teaching. 4. <b>Cleanliness:</b> Classrooms are generally kept clean.	
<b>Curriculum flexibility</b>		
<b>Learning Materials</b>		
a. Semester Learning Plan	The Semester Learning Plans (RPS) in the Elementary Teacher Education Study Programme demonstrate a reasonably good level of flexibility in terms of adapting materials, 1. Many lecturers have taken the initiative to integrate local examples, current issues, or relevant case studies into their learning materials, as reflected in the RPS. This demonstrates an awareness of the need to maintain the relevance of the material 2. The RPS generally grant lecturers the freedom to select and add relevant references beyond the required reading list, enabling them to enrich the material from various sources. 3. Lecturers have the scope to develop innovative learning strategies in line with their teaching style and the characteristics of the course.	1. Conduct comprehensive training for all lecturers on flexible and adaptive SLC design. Focus on the use of various innovative learning methods, the diversification of authentic assessment types, and strategies for integrating student feedback. 2. Include a specific section in the RPS template requiring lecturers to explain how the course's learning outcomes can be relevant to and aligned with the experience gained through the Fulfilment of Study Load Outside the Programme, or how the learning outcomes from the Fulfilment of Study Load Outside the Programme can be reflected in the course assessment.
b. Teaching Materials	Teaching materials in the Elementary Teacher Education Study Programme at UPGRIS demonstrate a reasonably good level of flexibility in terms of variety, but there is still room to improve content adaptation and accessibility. 3. Variety of Teaching	1. Encourage lecturers to develop or adapt teaching materials by integrating case studies, data, or issues relevant to the local or national context as well as current educational trends. Organise workshops on

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	<p>Materials: Lecturers already use a variety of teaching materials, ranging from textbooks, printed modules, presentation slides, journal articles, to educational videos from various sources, demonstrating an effort at diversification.</p> <p>4. Freedom of Source Selection: Lecturers have the freedom to select and recommend additional teaching materials relevant to the topic or the latest developments in their field.</p> <p>5. Independent Development of Teaching Materials: Some lecturers have shown initiative in developing independent teaching materials (e.g., teaching modules, mini-e-books, case studies) specific to the courses they teach.</p>	<p>the development of contextual teaching materials.</p> <p>2. Forming lecturer working groups by subject cluster to collaborate on developing and reviewing teaching materials. Organising forums to share best practices in the development of innovative and flexible teaching materials.</p>
c. Media (ICT)	<p>The Elementary Teacher Education Study Programme curriculum demonstrates fairly good use of ICT as a teaching aid; however, flexibility in integrating ICT for learning innovation and the development of digital competencies still requires strengthening.</p> <p>1. Basic ICT Use: Lecturers and students are reasonably familiar with basic ICT tools such as projectors, PowerPoint presentations, and Learning Management Systems (LMS) for uploading materials and assignments.</p> <p>2. Internet Access: The availability of Wi-Fi on campus supports access to online resources.</p> <p>3. Specific ICT Courses: There are ICT courses that</p>	<p>1. Providing specialised facilities and training for lecturers and students to develop digital media production skills (e.g., workshops on videography and educational video editing, interactive infographic design, educational podcasts).</p> <p>2. Reviewing PLOs and CPMKs to ensure that digital ICT usage and innovation competencies (e.g., “able to design innovative ICT-based learning”, “able to evaluate the effectiveness of ICT media”) are explicitly and measurably integrated.</p>

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	<p>introduce basic ICT concepts and applications in education.</p> <p>4. Individual Initiatives: Some lecturers demonstrate a high level of initiative in integrating various innovative ICT applications and platforms into their teaching.</p>	
<p>d. Support for efforts to achieve PLO</p>	<p>The Elementary Teacher Education Study Programme has sufficient supporting tools, but the flexibility and adaptability of these tools to the dynamics of PLO achievement still need to be improved.</p> <p>1. Academic Information System (SIA): The SIA is available and used for managing student data, course registration forms (KRS), academic transcripts (KHS), and timetables, serving as the foundational tool to support academic processes.</p> <p>2. Academic Guidelines: Academic guidelines governing study procedures are available, providing a framework for students and lecturers.</p> <p>3. Academic Guidance Mechanism: Academic tutors play a role in academic guidance, serving as one of the support mechanisms for students.</p> <p>4. Final Project Procedures: Clear procedures are in place for the completion of final projects (theses), guiding students in achieving the relevant PLOs related to research.</p>	<p>3. Identify and adopt digital tools/platforms (e.g., interactive quiz applications with results analysis, a simple learning analytics dashboard in the LMS) that can assist lecturers in mapping students' understanding and designing different interventions to achieve PLOs.</p> <p>4. Developing a systematic online curriculum feedback mechanism (e.g., automated survey forms after a course has finished, curriculum discussion forums on the LMS). Feedback results will be analysed periodically and used as the basis for flexible discussion in curriculum evaluation meetings.</p>
<b>Learning Process</b>		
<p>a. Transformation of teaching and learning experiences</p>	<p>Based on classroom observations, analysis of teaching methods in the Course</p>	<p>Forming a team of lecturers to develop learning modules based on real-world case</p>

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	Syllabus, student feedback via lecturer evaluation questionnaires, and discussions with the teaching team, in general, the Elementary Teacher Education Programme has begun taking steps towards transforming the teaching and learning experience	studies relevant to the field of primary education. These modules will encourage students to analyse, evaluate, and find solutions to complex problems.
b. The use of the case-based method or team-based project learning, with an assessment weighting of over 50%	The Elementary Teacher Education programme has integrated CBM or TBP methods into several courses, with a significant assessment weighting (above 50%). CBM or TBP methods have been effectively implemented	Conducting curriculum workshops to identify additional core courses with strong potential for implementing CBM or TBP with an assessment weighting of over 50%. Consider courses requiring complex application or synthesis of knowledge.
c. Alignment of the learning process with the RPS	<p>The learning process in the Elementary Teacher Education Study Programme at UPGRIS demonstrates good alignment with the RPS in terms of content and assessment, though there is still scope to improve consistency in the implementation of learning methods.</p> <ol style="list-style-type: none"> <li>1. Delivery of Content: Lecturers generally deliver content in accordance with the scope and sequence of topics listed in the RPS, ensuring all key topics are covered.</li> <li>2. Assessment Implementation: The schedule and types of assessment (assignments, mid-term exams, final exams) largely follow the plan set out in the RPS, providing clarity for students.</li> <li>3. Use of References: Lecturers use the references recommended in the Course Syllabus and often add up-to-date</li> </ol>	<ol style="list-style-type: none"> <li>1. Conducting FGDs (Focus Group Discussions) with lecturers and student representatives to discuss and harmonise expectations regarding the workload with the allocation of credit points and a reasonable estimate of independent study time in the RPS. The RPS will be revised to include an estimate of student study time.</li> <li>2. Develop Standard Operating Procedures (SOPs) and specific templates for documenting minor changes or adjustments made to the RPS during the semester (e.g., quiz dates, addition of discussion topics). These changes must be approved by the Head of Programme and communicated to students</li> <li>3. During the introductory lecture session at the start of the semester, lecturers</li> </ol>

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	<p>sources.</p> <p>4. Time Allocation: The duration of lectures and the number of sessions per semester generally align with what is planned in the Course Syllabus.</p>	<p>will explain in detail the function and importance of the RPS as a learning guide. Encourage students to actively refer to the RPS and provide feedback if there are any discrepancies.</p>
<p>d. Compliance in implementing learning through SPADA UPGRIS</p>	<p>The Elementary Teacher Education programme demonstrates a fairly high level of compliance in the use of SPADA as a learning platform, though there is room for improvement in optimising features and ensuring more consistent utilisation.</p> <p>1. Good Basic Usage: The majority of lecturers have routinely uploaded course materials (e.g., presentation slides, modules) and set assignments via SPADA.</p> <p>2. Attendance and Notifications: The attendance and notification features via SPADA are generally utilised effectively, ensuring students receive important information.</p> <p>3. Positive Feedback from Students: Students appreciate the availability of materials and ease of access via SPADA.</p>	<p>1. Encourage lecturers to be more active in moderating, prompting discussion, and providing feedback on the SPADA discussion forum. Provide examples of effective online discussions.</p> <p>2. Develop a routine monitoring mechanism by the Head of Programme team or the programme's quality assurance team regarding compliance with SPADA usage. Monitoring results will be provided as constructive feedback to lecturers.</p>
<p>e. The learning process is collaborative, involving interaction between individual learners</p>	<p>The Elementary Teacher Education Study Programme at UPGRIS has integrated collaborative elements into its learning process; however, the intensity and depth of interaction between individual learners still need to be enhanced and systematised.</p> <p>1. Group Assignments: The majority of courses include group assignments, which encourage students to work together to complete projects or presentations.</p>	<p>1. Identify potential cross-course collaborative projects in a given semester, where students must integrate knowledge from several courses to produce a single product or solution.</p> <p>2. Encouraging lecturers to develop and implement authentic assessments of the collaborative process, such as peer assessment, reflective self-assessment, or</p>

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	2. Class Discussions: Lecturers frequently facilitate class discussions, which allow for the exchange of ideas among students. 3. Joint Practical Sessions: Practical activities in the laboratory are often carried out in pairs or groups, facilitating direct interaction.	observation of active participation, with clear assessment criteria.
f. Implementation of character values (university values) in and outside the classroom	The Elementary Teacher Education Study Programme has endeavoured to integrate character values into its learning process 1. Integration in Religious Studies and Citizenship Courses: Fundamental values such as religiosity, tolerance, and nationalism are explicitly taught through General Education (MKU) courses such as Religious Education and Citizenship Education. 2. Examples from Lecturers: Most lecturers have served as role models in their conduct (discipline, communication ethics) and frequently offer moral or ethical guidance to students. 3. Community Service Activities: Community Service (PkM) and Field Experience Practice (PPL) activities indirectly instil values of social concern, responsibility, and professionalism. 4. Rules and Regulations: The existence of academic and campus rules and regulations that support the instilling of discipline and responsibility.	Forming a team of lecturers to develop learning modules or case studies that specifically address ethical dilemmas, examples of professionalism, or innovative practices grounded in UPGRIS's character values, for use in relevant courses.
g. Lecturer attendance	Lecturer attendance rates in the Elementary Teacher Education programme at UPGRIS are good and demonstrate a high level of commitment. The majority of	1. Regularly remind lecturers of the importance of starting and ending lectures on time in accordance with

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	<p>lecturers attend classes in accordance with the established timetable.</p> <ol style="list-style-type: none"> <li>1. High Attendance Rate: The majority of lecturers achieve a lecture attendance percentage above the minimum standard set by the university.</li> <li>2. Advance Notice of Absence: Lecturers generally provide advance notice if they are unable to attend, allowing for schedule adjustments or the appointment of a substitute lecturer.</li> <li>3. Make-up Classes: In the event of absence, lecturers often take the initiative to hold make-up classes outside the scheduled timetable, or assign asynchronous tasks via SPADA UPGRIS to cover the material.</li> <li>4. Attendance System Support: The university's electronic attendance system helps to ensure accurate attendance records.</li> </ol>	<p>the set timetable. Include this punctuality indicator in lecturers' performance evaluations.</p> <ol style="list-style-type: none"> <li>2. Communicate clear and mandatory Standard Operating Procedures (SOPs) for the delivery of make-up lectures or asynchronous activities should a lecturer be unable to attend. These SOPs will cover reporting to the department, the material to be delivered, and evidence of delivery.</li> <li>3. Monitor lecturers' active participation in online discussion forums, the provision of feedback on assignments, and interactions on the UPGRIS SPADA platform as part of non-face-to-face attendance.</li> </ol>
h. Student attendance	<p>Student attendance rates in the Elementary Teacher Education Study Programme at UPGRIS are already quite good and meet the university's minimum standards,</p> <ol style="list-style-type: none"> <li>1. Compliance with Rules: The majority of students comply with the minimum attendance threshold set by the university to be eligible to sit the end-of-semester examinations.</li> <li>2. Accessibility of Information: The electronic attendance system and easily accessible attendance information help students monitor their attendance status.</li> <li>3. Awareness of the Importance of Attendance: Most students</li> </ol>	<ol style="list-style-type: none"> <li>1. Conducting educational sessions at the start of the semester (through academic tutors or introductory lectures) on the importance of attendance, the impact of lateness, and the benefits of active participation in lectures. Running an "On-Time, On-Fire!" campaign to encourage punctuality and enthusiasm for learning.</li> <li>2. Strengthen the role of academic tutors and counselling services to identify students with recurring attendance issues. Provide relevant support or solutions (e.g.,</li> </ol>

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	recognise that attendance correlates with understanding of the material and final grades.	scholarship recommendations, referrals to psychological services, or flexibility with assignments) if the issues are related to external challenges.
<b>Learning assessment</b>		
a. Assessment planning contract	<p>The Elementary Teacher Education Study Programme has a sufficiently clear and transparent assessment planning contract.</p> <ol style="list-style-type: none"> <li>1. Clarity of Assessment Types and Weights: all Course Outline Documents (CODs) clearly list the types of assessment (e.g., assignments, mid-term exams, final exams, quizzes) along with their respective percentage weights, providing good guidance for students.</li> <li>2. Assessment Schedule: The schedule for mid-term and final exams is generally set and communicated at the start of the semester via the syllabus, ensuring students can prepare themselves.</li> <li>3. Alignment with the CPMK: The assessment design is largely aligned with the CPMK, measuring what students are expected to learn.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage lecturers to integrate more authentic and innovative forms of assessment (e.g., digital portfolios, project presentations, peer assessment) and to assign a significant weighting (at least 20–30%) to these forms of assessment within the Course Syllabus.</li> <li>2. Lecturers will hold a coordination meeting at the start of the semester to harmonise the assessment planning contract (including the main types of assignments and their weightings) to ensure fairness for students.</li> </ol>
b. Assessment procedures	<p>The Elementary Teacher Education Study Programme already has structured learning assessment procedures in place.</p> <ol style="list-style-type: none"> <li>1. Clear Guidelines: The university and the programme have provided guidelines on assessment procedures, including graduation standards and minimum attendance requirements.</li> <li>2. Regular Schedule: Mid-term</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage lecturers to provide more substantive and descriptive feedback on each assignment and examination, rather than just a mark. Set a maximum timeframe for providing feedback after the submission of assignments.</li> <li>2. Ensure that detailed assessment results (e.g.,</li> </ol>

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	<p>(UTS) and end-of-semester (UAS) assessments are conducted according to a regular and centralised academic calendar.</p> <p>3. System Usage: The process of entering grades is carried out via the Academic Information System (SIA), ensuring integrated record-keeping.</p> <p>4. Early Feedback: Lecturers generally provide information regarding the types and weightings of assessments at the start of the semester via the Course Syllabus.</p>	<p>scores per item, comments) are accessible to students via the SPADA UPGRIS platform or other online systems. Encourage lecturers to utilise the feedback features in the LMS.</p>
<p>c. Scope of assessment (attitudes, knowledge, general and specific skills)</p>	<p>The Elementary Teacher Education Study Programme has endeavoured to cover all four assessment domains (attitudes, knowledge, general skills, and specific skills) within its assessment system.</p> <p>1. Knowledge: Assessment of the knowledge (cognitive) aspect is already well measured through written examinations (mid-term and final exams), quizzes, and theoretical assignments.</p> <p>2. Specific Skills: Specific skills (e.g., teaching practice in microteaching, creation of learning materials, laboratory skills) are adequately assessed through practical assignments and projects in relevant courses.</p> <p>3. Attitude (Partially): Attitudinal aspects (e.g., discipline, ethics) are partially assessed through lecturer observation, attendance, and participation, particularly in general courses or practical sessions.</p> <p>4. General Skills (Partially):</p>	<p>1. Form a curriculum team to develop specific assessment rubrics for each general skill (e.g., a rubric for communication skills in presentations, a rubric for critical thinking in case studies, a rubric for leadership in projects). These rubrics will be adapted by lecturers in each course.</p> <p>2. Encourage lecturers to design integrative assignments and projects, where assessment covers all three or four domains simultaneously. For example, a teaching simulation project that assesses subject knowledge, presentation skills, and professional attitude.</p>

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	<p>General skills (e.g., communication, collaboration, critical thinking) are often assessed indirectly through group assignments or presentations.</p>	
<p>d. Alignment of assessment techniques with assessment aspects</p>	<p>The Elementary Teacher Education Study Programme has demonstrated an awareness of the importance of aligning assessment techniques with the aspects being measured,</p> <ol style="list-style-type: none"> <li>1. Knowledge (Cognitive): Assessment techniques such as written examinations (essays) and quizzes are highly appropriate and effective for measuring knowledge.</li> <li>2. Specific Skills (Psychomotor): Teaching practice (microteaching), demonstrations of learning media, and projects (e.g., the creation of teaching aids) are relevant and frequently used techniques for measuring specific skills.</li> <li>3. Attitudes (Affective) – Partially: Lecturer observation and participation assessment are used to measure some aspects of attitude, although this is often done informally.</li> <li>4. General Skills – Partially: Presentations and group assignments are sometimes used to assess general skills such as communication and collaboration, although the assessment instruments are not always specific</li> </ol>	<p>Encourage lecturers to use project-based, performance-based, or portfolio-based assessment techniques more frequently, which allow for the integrated measurement of knowledge, skills, and attitudes. Provide incentives for courses that successfully implement these with significant weighting.</p>
<p>e. Verification of assessment instruments</p>	<p>The Elementary Teacher Education Study Programme has carried out assessment</p>	<p>Encourage lecturers to develop a bank of questions and a bank of rubrics that</p>

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	instrument verification. 1. <b>Informal Verification:</b> Lecturers often carry out informal verification of instruments (for example, reviewing questions or rubrics themselves, or discussing them with fellow lecturers teaching the same course). 2. <b>Alignment with Course Content:</b> Assessment instruments are generally aligned with the course content, demonstrating sufficient content validity. 3. <b>Role of the Course Coordinator:</b> For some large courses or team-taught modules, the course coordinator plays a role in reviewing assessment instruments.	have undergone a formal verification process. These banks will serve as shared resources and contribute to improving the quality of assessment instruments in the future.
f. Grading in accordance with applicable regulations	The Elementary Teacher Education Study Programme at UPGRIS has complied with applicable regulations regarding the processing of marks 1. <b>Adherence to the Grading Scale:</b> Lecturers generally refer to the grading scale and letter grade conversion (A, B, C, D, E) established by the university. 2. <b>Use of the SIA:</b> Entering final grades into the SIA has become standard practice for all lecturers, ensuring centralised record-keeping. 3. <b>Clarity of Assessment Components:</b> The assessment components (assignments, mid-term exams, final exams, etc.) and their weightings have been communicated in the Course Syllabus in accordance with the Rector’s Decree.	1. Conducting regular awareness sessions and reminders for lecturers regarding the deadlines for inputting grades 2. Reminding lecturers to publish marks for each assignment/exam component on a regular basis, so that students can monitor their progress and mark details before final marks are entered into the SIA. 3. Creating and disseminating a standardised spreadsheet-based final mark calculation template that automatically calculates weightings in accordance with the Course Syllabus.
g. Follow-up on assessment	The Elementary Teacher	Encouraging lecturers to

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<p>results (grade entry, enrichment, remedial work)</p>	<p>Education Study Programme at UPGRIS has implemented follow-up actions on assessment results.</p> <ol style="list-style-type: none"> <li>1. Grade Input: The process of inputting grades into the Academic Information System (SIA) has generally been carried out by lecturers according to the specified schedule, ensuring that students' academic data is recorded.</li> <li>2. Remedial Programme: A remedial programme is available and implemented for students who have not met the minimum graduation standards in certain courses, demonstrating a commitment to supporting students.</li> </ol>	<p>provide more descriptive and development-oriented feedback (not just grades) following each significant assessment. Feedback may be provided in writing via SPADA or verbally during consultation sessions.</p>
<b>Graduates</b>		
<p>a. Cumulative Grade Point Average (CGPA)</p>	<p>The average graduate GPA falls within the 'very good' category</p> <ol style="list-style-type: none"> <li>1. Satisfactory Average GPA: The average GPA of programme graduates is consistently above 3.00, indicating that the majority of students successfully complete their studies with satisfactory academic achievement.</li> <li>2. Number of Cum Laude Graduates: A number of graduates have achieved the cum laude distinction, indicating the presence of high-achieving students within the programme.</li> <li>3. Graduation Standards Met: All graduates have met the minimum GPA required for graduation.</li> </ol>	<p>Encourage lecturers to integrate more authentic and comprehensive assessment methods (e.g., final projects, digital portfolios, teaching simulation assessments) that reflect not only knowledge but also general and specific skills, as well as attitudes, so that the GPA is more representative.</p>
<p>b. Duration of Study</p>	<p>The average duration of study for graduates shows a positive trend, and the majority of students are able to complete their studies within the ideal timeframe.</p>	<p>Conducting periodic research or surveys to identify the dominant factors that prolong students' study periods, both from an academic and non-academic perspective. The</p>

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	<ol style="list-style-type: none"> <li>1. Majority on Time: The majority of graduates successfully complete their studies within 4–4.5 years (8–9 semesters), which is the ideal timeframe for an undergraduate programme.</li> <li>2. Curriculum Alignment: A well-structured curriculum has supported the timely completion of studies.</li> <li>3. Academic Support: The academic tutor guidance mechanism has helped the majority of students in planning their studies.</li> </ol>	<p>results of the analysis will be used to design more targeted policies and interventions.</p>
c. Graduate employment	<p>The Elementary Teacher Education Study Programme at UPGRIS demonstrates a good graduate employment rate in the primary education sector.</p> <ol style="list-style-type: none"> <li>1. High Employment Rate: The majority of graduates successfully secure employment within 6 months to 1 year of graduation, mostly in primary schools (both state and private) or other educational institutions.</li> <li>2. Relevance of Competencies: Employers generally state that the pedagogical and professional competencies of UPGRIS Elementary Teacher Education graduates are relevant to the needs in the field.</li> <li>3. Alumni Network: A strong alumni network assists in disseminating information about job vacancies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaborate more closely with the UPGRIS Career Centre to organise career preparation workshops (e.g., CV and cover letter writing, mock interviews) and hold a mini job fair specifically for the education sector, inviting partner schools or other educational institutions.</li> <li>2. Invite alumni with non-traditional career paths (e.g., edupreneurs, digital educational content developers, children’s book authors) to share their experiences. Provide information and guidance on alternative career opportunities beyond primary school teaching.</li> </ol>
d. Graduate waiting period	<p>The Elementary Teacher Education Study Programme at UPGRIS demonstrates fairly good performance in terms of graduate waiting time.</p> <ol style="list-style-type: none"> <li>1. Majority Find Employment Quickly: The majority of</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying the complementary skills most sought after by employers of graduates (e.g., ICT proficiency for innovative learning, interpersonal</li> </ol>

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	<p>graduates secure their first job within 3 to 6 months of graduation, primarily in state and private primary schools.</p> <p>2. An Active Alumni Network: An active alumni network helps disseminate job vacancy information and recommendations amongst graduates.</p> <p>3. Relevance of Core Competencies: The pedagogical and professional competencies taught in the Elementary Teacher Education curriculum are deemed relevant to the fundamental needs of the education sector.</p>	<p>communication skills, problem-solving in the classroom). Organising additional training or workshops to develop these skills.</p>
<p>e. Relevance of employment to field of expertise</p>	<p>The Elementary Teacher Education Study Programme at UPGRIS demonstrates a very high level of job relevance to its field of expertise.</p> <p>1. Majority Employed in Primary Education: The majority of graduates are immediately employed as class teachers at various levels of primary schools (state, private, foundation-run), or as tutors in tutoring centres or non-formal education institutions relevant to Elementary Teacher Education qualifications.</p> <p>2. Employer Recognition of Graduates: Employers consistently acknowledge that the pedagogical, professional, personal, and social competencies of UPGRIS Elementary Teacher Education graduates are highly relevant and aligned with the demands of the role as a primary school teacher.</p> <p>3. Focused Curriculum: The</p>	<p>Integrating materials and projects focused on learning innovation (e.g., digital learning design, the use of AI in primary education, strategies for addressing new challenges in the classroom) across various modules.</p>

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	<p>Elementary Teacher Education curriculum, specifically designed to produce primary school teachers, contributes significantly to the high relevance of the programme to the profession.</p>	
<p>f. Starting Salary</p>	<p>The average starting salary for UPGRIS Elementary Teacher Education graduates is within a competitive range for entry-level teaching positions.</p> <ol style="list-style-type: none"> <li>1. In Line with Entry-Level Teacher Standards: The starting salaries of the majority of graduates are consistent with entry-level teacher salary standards in primary schools (particularly in private schools or tutoring centres) and the regional minimum wage (UMR/UMK) in the surrounding area.</li> <li>2. Rapid Employment: Graduates who find employment quickly generally receive standard starting salaries, indicating stable demand for primary school teachers.</li> <li>3. Differences between State and Private Schools: There is a significant difference between starting salaries in state schools (which follow government regulations) and private schools, which vary more depending on the school's governing body.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and integrate modules or workshops on additional competencies that are highly sought after and valued by employers.</li> <li>2. Integrating materials or guidance on preparing for competency tests into the curriculum</li> </ol>
<p>g. Distribution of Graduates</p>	<p>The Elementary Teacher Education Study Programme at UPGRIS shows a concentration of graduates in the formal primary education sector.</p> <ol style="list-style-type: none"> <li>1. Dominance of the Formal Education Sector: The majority of graduates work</li> </ol>	<p>Developing networks with educational institutions or edutech companies outside Central Java. Proactively seeking and disseminating information on job vacancies across various regions and sectors via a dedicated</p>

Evaluation Components	Review	Action Plan
	<p>as teachers in state or private Elementary schools (SD), affirming the programme's primary function as a producer of primary school teachers.</p> <p>2. Contribution to Education: Elementary Teacher Education graduates make a significant contribution to meeting the demand for teachers in schools across Indonesia.</p>	<p>alumni platform</p>
<p>h. User Satisfaction</p>	<p>Users of UPGRIS Elementary Teacher Education graduates report high levels of satisfaction with the competencies and performance of our alumni.</p> <p>1. Strong Pedagogical Competence: Employers consistently rate graduates highly for their ability to design and deliver lessons, manage classrooms, and assess student learning outcomes.</p> <p>2. Professionalism and Work Ethic: Graduates are assessed as having a strong work ethic, being disciplined, responsible, and able to adapt to new work environments.</p> <p>3. Interpersonal Skills: Graduates are assessed as being able to interact effectively with pupils, parents, and colleagues.</p> <p>4. Availability and Willingness to Teach: Employers appreciate the graduates' readiness to begin teaching immediately upon graduation</p>	<p>Hold regular meetings (e.g. stakeholder forums) with representatives of graduate users to obtain more in-depth and specific feedback. The feedback received will be analysed and used as the basis for improving the curriculum and programmes.</p>
<p>i. Academic achievements</p>	<p>Elementary Teacher Education graduates demonstrate good and consistent academic performance, with many achieving a GPA above the</p>	<p>Encourage lecturers to apply more teaching methods that stimulate Higher-Order Thinking Skills (e.g., Problem-based Learning,</p>

Evaluation Components	Review	Action Plan
	<p>average</p> <ol style="list-style-type: none"> <li>1. Solid GPAs: The average GPA of UPGRIS Elementary Teacher Education graduates consistently falls within the ‘very satisfactory’ category, with many even achieving a ‘cum laude’ distinction. This demonstrates a strong grasp of the subject matter.</li> <li>2. Quality of Academic Work: The majority of graduates’ dissertations or final projects demonstrate depth of analysis and a good understanding of primary education issues, as well as basic research skills.</li> <li>3. Application of Knowledge: Employers of graduates (schools) frequently commend</li> <li>4. the graduates’ ability to adapt and apply theoretical knowledge in the classroom.</li> </ol>	<p>Case-based Learning, complex projects requiring analysis and creative solutions) in every course.</p>
<p>j. Professional Certification</p>	<p>Our graduates have a good understanding of the importance of professional certification,</p> <ol style="list-style-type: none"> <li>1. Awareness of the Importance of Certification: The majority of students and graduates recognise that professional teacher certification (through PPG) is the main pathway to becoming a professional teacher with a salary.</li> <li>2. Strong Competency Foundation: The UPGRIS Elementary Teacher Education curriculum has provided a strong foundation in pedagogical, professional, personal, and social competencies, serving as a starting point for graduates to undertake the PPG.</li> </ol>	<p>Facilitate the formation of a community or dedicated communication group for alumni who are preparing for or currently undertaking the PPG. This group can serve as a platform for sharing information, motivation, and learning resources.</p>

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	3. Interest in PPG: Some graduates have expressed an interest in continuing to the PPG programme after graduation.	

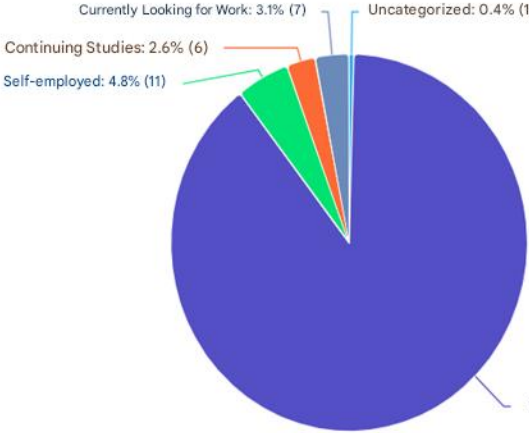
## 2.2 Tracer Study

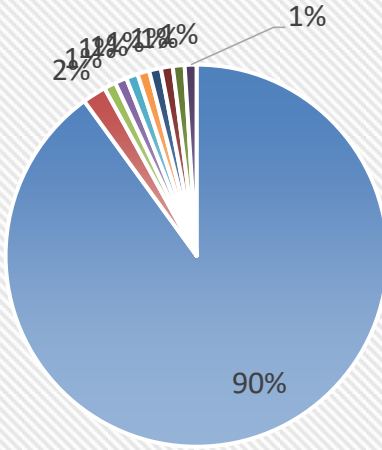
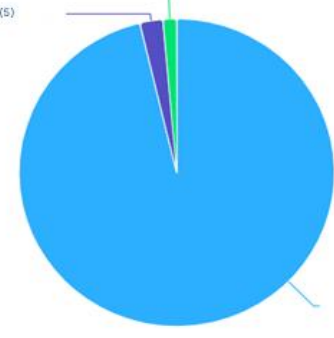
To design an appropriate curriculum, the Elementary Teacher Education Study Programme conducts tracer studies and analyses feedback from stakeholders or industry partners. Feedback is gathered through surveys, tracer studies, questionnaires, and hearings in discussion forums. The stakeholders or DUDI partners involved include internal stakeholders, namely lecturers, students, educational staff, and alumni, and external stakeholders, namely users, study programme associations, and industry partners. A summary of the results of this data collection is presented in Table 2.2.

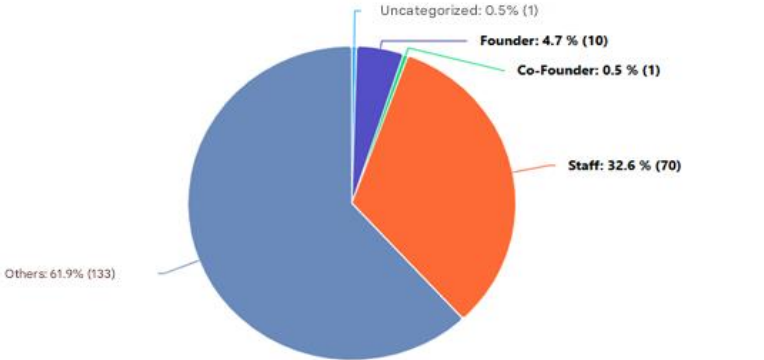
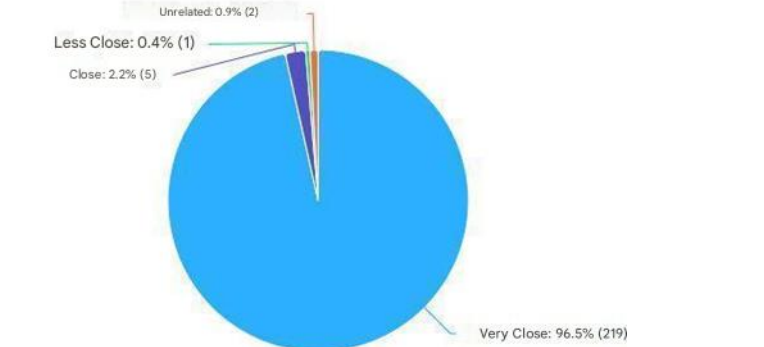
**Table 2.2. Stakeholder Input**

Stakeholders Stakeholder	Input
Students	<p>Students feel that some lecturers need to redesign their teaching to make the learning methods more varied.</p> <p>Courses taught by different lecturers in parallel classes sometimes differ in terms of content, depth and breadth of material.</p> <p>Students believe that lecturers need to upgrade their knowledge and competence levels, and that course materials should always be updated.</p> <p>A blended learning system combining face-to-face and online classes</p>
Alumni	<p>Courses involve more practical work, and the results of these practical sessions are presented</p> <p>Knowledge of working life is required</p> <p>Knowledge of innovative learning technologies is required</p> <p>Materials addressing children's diversity in terms of both thought and behaviour</p> <p>Effective communication skills, including public speaking, must be provided</p> <p>Developing a strong work ethic and discipline in the workplace</p> <p>There is a need to improve managerial and leadership skills</p> <p>Comprehensive training in entrepreneurship</p>
Industry partners	<ol style="list-style-type: none"> <li>1. Improving students' English language skills</li> <li>2. Enhancing students' additional skills in the field of fine arts so that they can guide their pupils in learning painting using specific techniques, batik, etc.</li> </ol>

Furthermore, the tracer study yielded the following information:

1.	Employment status	<p style="text-align: center;"><b>F8. Percentage of Alumni Status</b></p> <p style="text-align: center;">Source: Time-based tracer data in the Elementary School Teacher Education study program</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Working</td> <td>89.1%</td> <td>204</td> </tr> <tr> <td>Self-employed</td> <td>4.8%</td> <td>11</td> </tr> <tr> <td>Currently Looking for Work</td> <td>3.1%</td> <td>7</td> </tr> <tr> <td>Continuing Studies</td> <td>2.6%</td> <td>6</td> </tr> <tr> <td>Uncategorized</td> <td>0.4%</td> <td>1</td> </tr> </tbody> </table> <p style="text-align: right; font-size: small;">Highcharts.com</p>	Category	Percentage	Count	Working	89.1%	204	Self-employed	4.8%	11	Currently Looking for Work	3.1%	7	Continuing Studies	2.6%	6	Uncategorized	0.4%	1
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Self-employed	4.8%	11																		
Currently Looking for Work	3.1%	7																		
Continuing Studies	2.6%	6																		
Uncategorized	0.4%	1																		
2.	Average monthly income	<p style="text-align: center;">AVERAGE SALARY</p> <p style="text-align: center; font-size: 2em;"><b>Rp. 3,502,503</b></p>																		
3.	Location of workplace	<p>The locations where students work are spread across various provinces in Indonesia</p>																		
4.	Field of work																			

		<p style="text-align: center;"><b>Field of Work</b></p>  <table border="1"> <thead> <tr> <th>Field of Work</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Education</td> <td>90%</td> </tr> <tr> <td>Finance/Banking</td> <td>2%</td> </tr> <tr> <td>Government</td> <td>1%</td> </tr> <tr> <td>Technology</td> <td>1%</td> </tr> <tr> <td>Agriculture</td> <td>1%</td> </tr> <tr> <td>Garments</td> <td>1%</td> </tr> <tr> <td>Call centres</td> <td>1%</td> </tr> <tr> <td>Transport</td> <td>1%</td> </tr> <tr> <td>Cosmetics</td> <td>1%</td> </tr> <tr> <td>Automotive</td> <td>1%</td> </tr> </tbody> </table>	Field of Work	Percentage	Education	90%	Finance/Banking	2%	Government	1%	Technology	1%	Agriculture	1%	Garments	1%	Call centres	1%	Transport	1%	Cosmetics	1%	Automotive	1%
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5.	Length of employment	<p style="text-align: center;"><b>Length of Service (At Current Job)</b></p> <p style="text-align: center;"><small>Source: Time-based tracer data in the Elementary School Teacher Education study program</small></p>  <table border="1"> <thead> <tr> <th>Length of Service</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>0-5 Years</td> <td>96.2%</td> <td>205</td> </tr> <tr> <td>6-10 Years</td> <td>2.3%</td> <td>5</td> </tr> <tr> <td>&gt; 10 Years</td> <td>1.4%</td> <td>3</td> </tr> </tbody> </table>	Length of Service	Percentage	Count	0-5 Years	96.2%	205	6-10 Years	2.3%	5	> 10 Years	1.4%	3										
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6.	Job Title	<p style="text-align: center;"><b>F5c. Position/Title in Work</b></p> <p style="text-align: center;">Source: Time-based tracer data in the Elementary School Teacher Education study program</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Position/Title</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>32.6 %</td> <td>70</td> </tr> <tr> <td>Others</td> <td>61.9 %</td> <td>133</td> </tr> <tr> <td>Founder</td> <td>4.7 %</td> <td>10</td> </tr> <tr> <td>Co-Founder</td> <td>0.5 %</td> <td>1</td> </tr> <tr> <td>Uncategorized</td> <td>0.5 %</td> <td>1</td> </tr> </tbody> </table>	Position/Title	Percentage	Count	Staff	32.6 %	70	Others	61.9 %	133	Founder	4.7 %	10	Co-Founder	0.5 %	1	Uncategorized	0.5 %	1
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7.	Relationship between field of study and job	<p style="text-align: center;"><b>F14. Relationship between Study Program and Work</b></p> <p style="text-align: center;">Source: Time-based tracer data in the Elementary School Teacher Education study program</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Relationship</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Close</td> <td>96.5 %</td> <td>219</td> </tr> <tr> <td>Close</td> <td>2.2 %</td> <td>5</td> </tr> <tr> <td>Less Close</td> <td>0.4 %</td> <td>1</td> </tr> <tr> <td>Unrelated</td> <td>0.9 %</td> <td>2</td> </tr> </tbody> </table>	Relationship	Percentage	Count	Very Close	96.5 %	219	Close	2.2 %	5	Less Close	0.4 %	1	Unrelated	0.9 %	2			
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## 8. Input for the Curriculum

Table 2.2. Curriculum feedback from alumni and the Curriculum Action Plan

Curriculum Input	Action Plan
Improving students' English language skills	Introduction of specialised classes taught in two languages (bilingual)
As primary schools hold the FLS2N competition annually, it is necessary to equip students with skills in painting, woven crafts, batik, calligraphy and narrative drawing.	Incorporating the study of painting, woven crafts, batik, calligraphy and narrative drawing into the art education curriculum
Mastery of technology in learning	Providing learning facilities and infrastructure using the latest technology

## 9. Input for Study Programme Development

Table 2.3. Study Programme Input from Alumni and Study Programme Action Plan

Study Programme Input	Action Plan
Improvement of English language skills	Introduction of special classes taught in two languages (bilingual)
The need for entrepreneurship training and its implementation so that we can become teachers who also run their own businesses	In addition to the entrepreneurship course totalling 4 credits, students are also provided with entrepreneurship training in the form of extracurricular activities
Preparation for further study	Incorporating study materials into relevant courses to prepare graduates to compete in the pre-service PPG selection process
Developing soft skills to support students in participating in competitions	Incorporating study materials on painting, weaving, batik, calligraphy and storytelling through pictures into the art education course
skills in using renewable technology in learning	Providing learning facilities and infrastructure using the latest technology

### 2.3 SWOT Analysis

Based on the results of the tracer study and analysis of stakeholder input, a SWOT analysis was conducted to serve as a basis for formulating strategies to achieve the objectives. Subsequently, criteria and success indicators for the TS Study Programme were drawn up to facilitate the monitoring and evaluation of the success of the programmes that have been established. In the SWOT analysis of the vision, mission, goals and objectives, as well as the strategies for achieving them, four SWOT elements of the TS Study Programme were identified, comprising strengths, weaknesses, opportunities and threats.

Based on the SWOT analysis of these four elements, the following four strategies were established:

- a. SO Strategy (Strength-Opportunity), namely a strategy to utilise strengths to capitalise on opportunities.
- b. Strategy WO (Weakness-Opportunity), namely a strategy to address constraints/weaknesses by capitalising on opportunities
- c. ST Strategy (Strength-Threat), which is a strategy for using strengths to address threats
- d. WT Strategy (Weakness-Threat), which is a strategy to address constraints/weaknesses in order to counter threats.

These four strategies are shown in the SWOT matrix in Table 2.4.

Table 2.4 SWOT Matrix

SWOT Elements	Internal	
	Strengths / Potential	Weaknesses
External	<b>SO Strategy</b>	<b>WO Strategy</b>
	<p>a) Socialise and implement the VMTS as a routine activity for lecturers and educational staff to discuss, review, and internalise the VMTS, to ensure that all members of the academic community and all stakeholders have a uniform and in-depth understanding.</p> <p>b) Optimising lecturers' public leadership as a representation of their public duties in supporting the vision and mission of the Faculty of Education</p> <p>c) Organising special sessions to comprehensively introduce VMTS to new students, explaining how their roles contribute to the achievement of these VMTS.</p> <p>d) Awarding recognition to individuals or groups (from both the academic community and stakeholders) who have significantly contributed to the achievement of the VMTS; it is hoped that this will lead to an increase in the number of students participating in competitions, both at national and international levels</p> <p>e) Utilising the alumni network to help graduates secure employment more quickly</p> <p>f) Designing flagship COE courses for content creators and Art Directors and equipping students with competency certifications from the BNSP as an added value for UPGRIS Elementary Teacher Education alumni</p>	<p>a. Strengthening synergies in the implementation of UPGRIS's VMTS within an integrated work programme. Strengthening international networks to support the strategic performance of study programmes (IKS), particularly international IKS.</p> <p>b. Organising <b>ongoing training and workshops</b> for lecturers on the use of interactive learning platforms and AI tools in the teaching and learning process.</p> <p>c. Leveraging <b>advancements in educational technology</b> to create teaching simulations based on virtual reality (VR) or augmented reality (AR), or to develop interactive e-modules for practical sessions, as an alternative or complement to physical resources. This reduces reliance on limited physical facilities.</p> <p>d. Involving students in all lecturers' research activities</p> <p>e. Recruiting students to participate in the PKM</p> <p>f. Publishing students' final projects in seminars or journals</p> <p>g. Improving English language skills through English bridging courses</p>

SWOT Elements	Internal	
	Strengths / Potential	Weaknesses
	ST Strategy	WT Strategy
	<ol style="list-style-type: none"> <li>1. Strengthening understanding of VMTS implemented in academic and non-academic activities of the academic community, as well as all programme stakeholders</li> <li>2. Expansion of networks and implementation of cooperation at both national and international levels to accelerate the realisation of the Faculty's excellence.</li> <li>3. Establishment of external advisory bodies at national and international levels</li> <li>4. Increased use of online media to enhance understanding of lectures</li> <li>5. Involvement of the industry in the curriculum or learning processes, research and community engagement</li> <li>6. Improving the quality of laboratory facilities to meet current technological needs</li> <li>7. Continuous improvement of learning materials to align with industry needs</li> <li>8. Consider involving civil engineering experts from leading ASEAN universities to evaluate all aspects of the study programme</li> </ol>	<ol style="list-style-type: none"> <li>a. Development of methods for promoting the VMTS and conducting tracer studies for the entire academic community and all stakeholders.</li> <li>b. Utilising the alumni network to assist recent graduates in securing employment, finding work placement locations, internships, and final project topics.</li> <li>c. Enhancing lecturers' English language proficiency</li> <li>d. Workshops (cyber pedagogy) or enhancing lecturers' skills in teaching via online systems in line with Education 4.0 teaching and learning.</li> </ol>

### **3. Vision, Mission and Educational Objectives**

#### **3.1 University Vision, Mission and Objectives**

##### **a. University Vision**

To become an outstanding and distinctive university

##### **b. University Mission**

1. To provide education that produces outstanding and self-reliant scholars;
2. To conduct research as the foundation for the advancement of knowledge and the enhancement of the quality of learning;
3. To carry out community service for the betterment of life and living; and
4. To set an example in the delivery of education, research and community service.

##### **c. Objectives of the University**

1. The realisation of outstanding and self-reliant intellectuals;
2. To achieve academic excellence and research-based learning;
3. The realisation of community service that benefits life and living; and
4. The implementation of exemplary leadership in the delivery of education, research and community service.

#### **3.2 Vision, Mission and Objectives of the Faculty**

##### **a. Vision of the Faculty of Education**

“To become a Faculty of Education that is Excellent and Distinctive”

##### **b. Mission of the Faculty of Education**

1. To deliver education that produces graduates of the Bachelor’s in the field of educational sciences who are outstanding and possess a distinct identity;
2. To conduct research as a basis for improving the quality of learning and advancing knowledge in the field of educational sciences;
3. To conduct research-based community service to improve the welfare of society;
4. To set an example in the delivery of education, research, and community service that is Excellent, Caring, Persistent, Religious, and of Integrity, and Synergistic (UPGRIS);
5. Developing networks of cooperation with government and non-government institutions to strengthen the faculty’s performance.

### **c. Objectives of the Faculty of Education**

1. To produce graduates of the Bachelor's Programme in the field of educational science who are excellent and possess a strong sense of identity;
2. To produce human resources that are Excellent, Caring, Persistent, Religious, Integrity-driven, and Synergistic (UPGRIS);
3. To produce research outputs as a basis for improving the quality of learning and advancing knowledge in the field of educational science;
4. To produce high-quality community service work as the implementation of research outcomes to improve community welfare;
5. Establishing a network of cooperation with government and non-governmental organisations to enhance the faculty's performance.

### **3.3 Academic Vision and Educational Objectives of the Study Programme**

#### **a. Academic Vision of the Study Programme**

To study, develop and implement primary school education based on edupreneurship, to produce graduates who excel in multimedia and/or arts management, possess an entrepreneurial spirit and have a strong sense of identity.

#### **b. Educational Objectives of the Study Programme**

Table 3.1. Educational Objectives of the Study Programme

<b>No</b>	<b>Programme Educational Objective Code</b>	<b>Description of Programme Educational Objectives</b>
1	PEO-1	Graduates who meet the competency standards for primary school teachers, possess a strong sense of identity, and are able to implement UPGRIS's AdAB values: Adaptive, Enthusiastic, and Integrity-driven in campus life and the wider community.
2	PEO-2	Graduates who excel in 1) running a business in the field of education, 2) producing adaptive multimedia works of economic value, 3) producing responsible, independent, and competitive works of art direction, whilst engaging in lifelong learning

#### **c. Strategies for Achieving the Programme's Educational Objectives**

- 1) Improving the quality of learning by establishing collaborative and participatory classes using project-based learning or problem-based learning methods
- 2) Improving graduates' English language proficiency by establishing specialised classes where instruction is delivered in two languages (bilingual).

- 3) To enhance students' ability to create technology-based learning materials.
- 4) Equipping students with skills in painting, weaving, batik, calligraphy and narrative drawing.
- 5) Setting an example for students in implementing UPGRIS's AdAb values: Adaptive, Enthusiastic, and Integrity-driven in campus life and the wider community
- 6) Increasing the number of students involved in lecturers' research.
- 7) Increasing the number of students involved in lecturers' PKM (Student Creativity Programmes).

#### **4. Graduate Profile, Programme Educational Objectives (TPP) & Programme Learning Outcomes (PLO)**

##### **4.1 Graduate Profile and Programme Educational Objectives**

The Graduate Profile is formulated by the study programme based on graduate tracking results, stakeholder input, professional associations, academic consortia, future trends in academic/professional development, and curriculum evaluation outcomes. The programme's objectives describe the roles graduates can undertake after several years of pursuing their professional careers in the workplace. To achieve these objectives, a description of the roles graduates can undertake upon completing their studies is required; this is known as the graduate profile. The graduate profile outlines the roles graduates can perform within a specific field of expertise or work sector after completing their studies, and constitutes the programme's educational objective (TPP).

The profile may be established based on the findings of the 35 studies in the 'Guidelines for the Development of Higher Education Curricula Supporting Merdeka Belajar-Kampus Merdeka Towards Indonesia Emas' regarding the labour market needs required by the government, the business sector and industry, as well as the needs for the development of science and technology. The graduate profile for the Elementary Teacher Education study programme is developed by a group of similar study programmes organised within the Indonesian Association of Elementary Teacher Education Lecturers (HDPGSDI), thereby ensuring a consensus that is acceptable and can serve as a national reference. Graduates of the study programme require the competencies outlined in the PLO framework to fulfil the roles stated in the profile.

The graduate profile of a study programme takes the form of a profession, type of employment, or other form of work. The graduate profile is accompanied by a concise description of the competencies comprising the entire profile (as the profile description). The graduate profile of the Elementary Teacher Education (PGSD) study programme at the

Faculty of Education (FIP), Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS), Semarang, is shown in Table 4.1 below.

Table 4.1. Graduate Profile and Description

No	Graduate Profile (GP)	Graduate Profile Description
1	GP-1 Educator	Educators/Prospective Teachers who: 1) demonstrate character and good conduct; 2) master and apply theoretical concepts of education and primary school curriculum content; 3) apply theoretical concepts to design, implement and evaluate learning in primary schools; 4) are able to apply primary school curriculum content by utilising science and technology; 5) are able to formulate procedural problem-solving approaches, both independently and/or collaboratively; 6) are able to integrate scientific studies in the field of primary education into research and publish scholarly works in various academic forums responsibly; 7) are able to integrate scientific studies in the field of primary education into research and publish scholarly works in various academic forums responsibly; 8) Able to make decisions in applying the principles of problem-solving in education and learning, 9) Able to communicate, both orally and in writing, innovative designs and works regarding education, learning and curriculum content in primary schools by utilising science and technology, 10) Able to design, manage and run a business in the field of primary education based on local wisdom and lifelong learning.
2	GP-2 Edupreneur	An Edupreneur who: 1) is capable of producing adaptive multimedia works of economic value, 2) is capable of applying theoretical concepts to produce works under the artistic direction (art director) for primary school pupils

The correlation between the Graduate Profile (Table 4.1) and the Programme's Educational Objectives (Table 2.1) is presented in Table 4.2

Table 4.2 Table of correlation between graduate profile and programme educational objectives

No	Graduate Profile (GP)	Programme Educational Objectives (TPP)	
		PEO-1	PEO-2
1	GP-1	√	
2	GP-2		√

## 4.2 Formulation of PLO

Table 4.3 Learning Outcomes for Graduates of the Study Programme

Code	Description of Graduate Learning Outcomes (PLO)
PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of piety towards God the Almighty
PLO-2	To examine in depth the theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools, and to be able to formulate procedural problem-solving strategies.
PLO-3	Able to apply theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative and systematic thinking, whilst adapting to changing situations.
PLO-4	Able to solve educational and learning problems procedurally by applying practical skills and knowledge of primary education
PLO-5	Able to formulate procedural solutions to problems, either independently and/or collaboratively, based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations (adaptive) in a responsible manner
PLO-6	Able to produce innovative work as solutions to problems in primary schools, either independently and/or collaboratively, through the integration of scientific studies in the field of primary education in the form of research
PLO-7	Able to make decisions in applying the principles of educational and learning problem-solving procedurally in continuous professional development
PLO-8	Develop oral and written communication of innovative designs and works on education, learning and curriculum content in primary schools by utilising science and technology
PLO-9	Able to design, manage, and run a business in the field of primary education based on local wisdom and lifelong learning
PLO-10	Ability to independently produce adaptive and economically valuable multimedia works for learning in primary schools
PLO-11	Able to creatively design performing arts for primary school pupils
PLO-12	Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice

### 4.3 Matrix of PLO relationships with Graduate Profiles

Table 4.4. Matrix of the Relationship between the Programme Profile and PLO

Code	Description of Programme PLO	GP1	GP2
PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God the Almighty	v	
PLO-2	To examine in depth the theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools, and to be able to formulate procedural problem-solving strategies.	v	
PLO-3	Be able to apply theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative and systematic thinking, whilst adapting to changing situations.	v	
PLO-4	Able to solve educational and learning problems procedurally by applying practical skills and knowledge of primary education	v	
PLO-5	Able to formulate procedural solutions to problems, either independently and/or collaboratively, based on logical, critical, creative, innovative, systematic thinking, and adapt to changing situations (adaptive) in a responsible manner	v	
PLO-6	Able to produce innovative work as a solution to problems in primary schools, either independently and/or collaboratively, through the integration of scientific studies in the field of primary education in the form of research	v	
PLO-7	Able to make decisions in applying the principles of educational and learning problem-solving procedurally in continuous professional development	v	
PLO-8	Developing oral and written communication of innovative designs and works on education, learning and curriculum content in primary schools by utilising science and technology	v	
PLO-9	Be able to design, manage, and run a business in the field of primary education based on local wisdom and lifelong learning		v
PLO-10	Able to independently produce adaptive and economically valuable multimedia works for learning in primary schools		v
PLO-11	Able to creatively design performing arts for primary school pupils		v
PLO-12	Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	v	

#### 4.4 Matrix of the relationship between the Programme’s PLO and the Programme’s Educational Objectives

Table 4.5. Matrix of the Relationship between Programme Learning Outcomes (PLOs) and Programme Educational Objectives

Code	Description of Programme PLO	PEO1	PEO2
PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God the Almighty	v	
PLO-2	To examine in depth the theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools, and to be able to formulate procedural problem-solving strategies.	v	
PLO-3	Be able to apply theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative and systematic thinking, whilst adapting to changing situations.	v	
PLO-4	Able to solve educational and learning problems procedurally by applying practical skills and knowledge of primary education	v	
PLO-5	Able to formulate procedural solutions to problems, either independently and/or collaboratively, based on logical, critical, creative, innovative, systematic thinking, and adapt to changing situations (adaptive) in a responsible manner	v	
PLO-6	Able to produce innovative work as a solution to problems in primary schools, either independently and/or collaboratively, through the integration of scientific studies in the field of primary education in the form of research	v	
PLO-7	Able to make decisions in applying the principles of educational and learning problem-solving procedurally in continuous professional development	v	
PLO-8	Developing oral and written communication of innovative designs and works on education, learning and curriculum content in primary schools by utilising science and technology	v	
PLO-9	Be able to design, manage, and run a business in the field of primary education based on local wisdom and lifelong learning		v
PLO-10	Able to independently produce adaptive and economically valuable multimedia works for learning in primary schools		v
PLO-11	Able to creatively design performing arts for primary school pupils		v
PLO-12	Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	v	

## 5 Determination of Study Materials

### 5.1 Body of Knowledge (BoK)

The primary study materials for the Elementary Teacher Education Study Programme are sourced from the Elementary Teacher Education Lecturers' Association and also refer to the updated guidelines for the Development of Higher Education Curricula Supporting Merdeka Belajar-Kampus Merdeka, which has been updated with the term 'Fulfilment of Learning Load Outside the Study Programme' in accordance with Ministry of Education, Culture, Research and Technology Regulation No. 39 of 2025 on Quality Assurance in Education Towards a Golden Indonesia. The breadth and depth of learning materials refer to the PLOs listed in Article 9 of the Education Quality Standards (Ministry of Education, Culture, Research and Technology Regulation No. 53 of 2023).

Table 5.1. Study materials based on the study programme's PLOs and descriptions of study materials

PLO	Description of Programme PLO	Cluster	Study Material Code	Study Materials	Description of Study Materials/Minimum Requirements
PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	Character	BK-01	Character Education	This course focuses on the development of character values to help students develop the ability to make sound decisions, behave responsibly, and demonstrate integrity in every aspect of life.
PLO-2	To examine in depth the theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools, and to be able to formulate procedural problem-solving	Pedagogy	BK-07	theoretical concepts of education	This course material covers topics on educational concepts, educational theories, and new educational paradigms to help students gain a comprehensive understanding of education

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
	strategies.				
		Pedagogy	BK-08	Theoretical Concepts of Learning	This study material covers topics on learning concepts, learning theories and learning components to help students gain a comprehensive understanding of learning
		Pedagogy	BK-09	Educational Professions	This study focuses on professions related to the learning and teaching process, particularly at primary education level. These professions are not limited to classroom teaching, but also encompass a range of other roles that support the quality of education, such as educational administration, curriculum development and educational research.
		Pedagogy	BK-10	theoretical concepts of assessment	This study focuses on the fundamental concepts and key theories of educational assessment as a crucial foundation in the learning process,
		Pedagogy	BK-57	Learning Technology	This study focuses on the concept of information and communication technology (ICT) and its application to support and enhance the quality of the learning process
		Primary school subjects	BK-11	Primary school curriculum: mathematics	This study focuses on fundamental mathematical concepts: logic, sets, number theory, relations and functions, arithmetic, algebra, data, geometry and measurement, as the subject content.

PLO	Description of Programme PLO	Cluster	Study Material Code	Study Materials	Description of Study Materials/Minimum Requirements
		Primary school subject area	BK-12	Primary school curriculum: Science	<p>This study material focuses on the basic concepts of science: measurement, quantities and units, work, force, light and optical instruments, the Earth and the solar system, electricity and magnetism, sound, and Science practicals. Physics Characteristics of living organisms, biodiversity, anatomy and physiology, diseases and their transmission, ecology, contemporary issues in living organisms, biotechnology, Biology practicals. Development and Basic Concepts of Environmental Education, Human-Environment Relations, Environmental Problems and Their Solutions, Natural Resources, Renewable Energy Projects, Environmental Ethics and Health, The Impact of Human Behaviour on Nature and Globalisation, Water, Air and Soil Pollution, Waste and Waste Management, Recycling Projects. Understanding and the nature of laboratories, laboratory management, professionalism in laboratory management, laboratory administration and management, regulations, drafting of laboratory SOPs, laboratory safety procedures, laboratory inventory and management practicals</p>

PLO	Description of Programme PLO	Cluster	Study Material Code	Study Materials	Description of Study Materials/Minimum Requirements
		Primary school subjects	BK-13	Curriculum content in primary schools: Social Studies	This study focuses on the basic concepts of Social Studies: The Nature and Characteristics of Social Studies, Basic Concepts of History, Basic Concepts of Geography, Basic Concepts of Economics, Basic Concepts of Sociology; Basic Concepts of Anthropology, Political Concepts, Social Psychology Concepts, Gender Concepts, the Development of Science and Technology and its impact on community life, Globalisation and its impact on community life, Social issues in everyday life
		Primary school subject areas	BK-14	Curriculum content in primary schools: Civic Education	This study focuses on Pancasila and Civic Education (PPKn) covering: Citizens and Government, Law, Pancasila and the Constitution, Democracy, Human Rights, Cultural Diversity, and Globalisation to help students gain an understanding of the fundamental concepts within the PPKn curriculum as a foundation for developing teaching materials
		Primary school subject areas	BK-15	Primary school curriculum: Indonesian Language	This study focuses on basic Indonesian, covering: The Nature and Importance of Language, the status of the Indonesian language, Varieties of Language, Vocabulary, language acquisition in children, and approaches to teaching

PLO	Description of Programme PLO	Cluster	Study Material Code	Study Materials	Description of Study Materials/Minimum Requirements
					Indonesian in primary schools
		Primary school subject areas	BK-16	Curriculum content in primary schools: Physical Education, Sport and Health (PJOK)	This study focuses on the scope, objectives and learning strategies of Physical Education, Sport and Health (PJOK) in primary schools. The study begins with an understanding of the nature of PJOK as an integral part of primary education, which plays a vital role in the planning of PJOK lessons in primary schools, safety and injury prevention in physical education, and the development of assessment methods.
		Primary school subject areas	BK-17	Curriculum content in primary schools: Arts	This study focuses on the scope, role, and strategies for teaching art and fostering appreciation, expression, and creativity in primary schools, covering four main disciplines: visual arts, music, dance, and theatre/drama. The study focuses on understanding art as a medium for expression, creativity, appreciation, and the development of pupils' character.
		Educational Research	BK-18	Problem-solving concepts in primary schools	This study focuses on problem-solving efforts in learning: data presentation, statistics, identification of learning problems, and classroom action research

PLO	Description of Programme PLO	Cluster	Study Material Code	Study Materials	Description of Study Materials/Minimum Requirements
					to help students develop the ability to improve the quality of learning
		Pedagogy	BK-19	Foundations and Development Primary School Curriculum	This study material provides an in-depth understanding of problem-solving as an essential learning method that trains students' critical thinking skills in examining the fundamentals and development of the curriculum comprehensively, ranging from basic concepts, philosophical foundations and psychological foundations to the factors influencing curriculum development, as well as comparisons and issues regarding curriculum implementation, and systematic and continuous analysis of supervision and evaluation.
PLO-3	Able to apply theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative, systematic thinking, and adapt to changing situations.	Pedagogy	BK-20	lesson planning	This study focuses on the analysis of the curriculum in formulating learning objectives, selecting content, strategies, methods, media, and assessment methods that are appropriate to the characteristics of the learners.
		Pedagogy	BK-21	basic teaching skills	This module focuses on the basic skills that prospective primary school teachers must master: opening and closing lessons, explaining, guiding groups, introducing variety, and questioning skills

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
		Pedagogy	BK-22	Educational Psychology	This study material covers an understanding of the basic concepts and objectives of educational psychology and focuses on understanding the mechanisms and fundamental principles of learning, as well as methods for creating an effective learning environment that supports the optimal development of learners.
		Pedagogy	BK-23	Theories of learning and teaching	This module covers theories and approaches to the learning process, such as behaviourism, cognitivism, constructivism, humanism and sociocultural theory. It also examines the factors influencing learning, learners' learning styles, and the application of these theories in designing and implementing effective, learner-centred teaching.
		Pedagogy	BK-24	Learning Assessment	This study material contains content covering various concepts, techniques and methods used to measure, assess and evaluate, as well as to provide feedback.
		Pedagogy	BK-25	Learning Assessment	This study material covers topics including forms of assessment—both formative and summative—as well as authentic assessment approaches that underpin learning assessment and its implementation

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
		Pedagogy	BK-26	Curriculum Development	This study focuses on curriculum concepts and objectives, principles, steps and models of curriculum development, and curriculum evaluation tailored to the needs of learners and contemporary developments.
		Pedagogy	BK-27	Learning Models	This study focuses on the concepts and characteristics of learning models, as well as various learning models used in primary schools: PBL, PjBL, CTL, Inquiry-based learning, Cooperative learning, and Quantum Teaching
		Pedagogy	BK-28	Learning strategies and management	This study focuses on the concepts and application of classroom management strategies in primary school education
		Pedagogy	BK-29	Integrated Learning	This study focuses on the concepts and models of integrated learning applied in primary schools: the fragmented, connected, shared, webbed, and integrated models
		Primary school subject areas	BK-30	Social Studies Teaching in Primary Schools	This study focuses on the development of primary school social studies teaching resources, including teaching modules, teaching materials, learning media, worksheets, and assessment tools, as well as teaching practices in primary school social studies
		Primary school subject areas	BK-31	Primary School Science Education	This study focuses on the development of primary school science teaching resources, including teaching modules, teaching materials, learning media, worksheets, and assessment

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
					tools, as well as science teaching practices in primary schools
		Primary school subject areas	BK-32	Primary School Mathematics	This study focuses on the development of primary school mathematics teaching resources, including teaching modules, teaching materials, learning media, worksheets, and assessment tools, as well as teaching practices in primary school mathematics
		Primary school subject areas	BK-33	Civic Education in Primary Schools	This study focuses on the development of primary school Civic Education teaching resources, including teaching modules, teaching materials, learning media, worksheets, and assessment tools, as well as teaching practices for Civic Education in primary schools
		Primary school subject areas	BK-34	Indonesian Language Teaching in Primary Schools	This study focuses on the development of Indonesian language teaching resources for primary schools, including teaching modules, teaching materials, learning media, worksheets, and assessment tools, as well as teaching practices for Indonesian language in primary schools

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
		Primary school subjects	BK-35	Primary School Science Education	This study material focuses on developing pupils' understanding of the natural and social world around them, as well as the skills required to interact effectively with their environment.
		Primary school subject areas	BK-36	Primary School Art Education	This study focuses on the concepts and content of visual arts, dance and music, and the development of arts teaching materials in primary schools.
		Primary school subject areas	BK-37	Physical Education, Health and Recreation in Primary Schools	This study focuses on the development of Physical Education, Health and Recreation (PJKR) teaching materials, including teaching modules, teaching resources, learning media, worksheets, and assessment tools, as well as teaching practices for PJKR in primary schools
		Pedagogy	BK-38	STEAM	This course integrates interdisciplinary understanding and skills that combine science, technology, engineering, art and mathematics within the context of creative learning and real-world problem-solving.
		Primary school subject area	BK-39	English for Primary Schools	This study focuses on the content of the English curriculum in primary schools

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
		Pedagogy	BK-58	Learning Media and Teaching Materials for Primary Schools	This study focuses on creative and innovative learning media and teaching materials for primary schools, examining the principles, types and functions of media and teaching materials in learning, including the use of digital technology and local learning resources.
PLO-4	Ability to solve educational and learning problems procedurally by applying practical skills and knowledge of primary education	Educational Research	BK-40	Primary School Educational Research	This study focuses on the study of effective educational methods, techniques, approaches and practices in supporting the academic, social and emotional development of primary school pupils
		Educational Research	BK-41	Research Methodology	This course focuses on the methods or procedures involved in conducting quantitative, qualitative and action research, as well as data analysis.
		Educational Research	BK-42	Research Design and Data Analysis	This course focuses on the procedures, research methods, and data analysis for qualitative, quantitative, and developmental research
		Educational Research	BK-43	Educational Statistics	This course focuses on the experience of collecting, analysing and interpreting data related to educational processes, which forms the basis for research and policy evaluation, whilst providing objective information to understand various educational phenomena

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
PLO-5	Ability to formulate procedural problem-solving approaches, both independently and/or collaboratively, based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations (adaptive) in a responsible manner	Personal development	BK-44	6C Skills (critical thinking, communication, collaboration, creativity, Citizenship/Culture, Character/Compassion)	This study focuses on the development of the 6C skills (critical thinking, communication, collaboration, creativity, Citizenship/Culture, Character/Compassion) to support students' competencies as professional teachers
		ICT	BK-45	Computational thinking	This module focuses on the thinking processes used to solve problems, design systems and understand human behaviour in ways that can be applied in the fields of computing and technology.
		personal development	BK-46	Critical Thinking and PBL/CBL	This course focuses on developing students' ability to solve problems, think analytically and creatively, and apply knowledge in more realistic and relevant contexts.
		Special Educational Needs and Guidance and Counselling	BK-47	Children with Special Needs	This study examines materials relating to children with special needs
		special needs education and BK	BK-48	Guidance and Counselling for Primary Schools	The curriculum for Guidance and Counselling in Primary Schools focuses on developing students' ability to foster character, social skills, and pupils' capacity to cope with various situations in daily life

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
		Special Needs Education and Guidance and Counselling	BK-49	Inclusive Education	This study focuses on the concepts and implementation of an educational approach that seeks to provide equal learning opportunities for all students, without exception, including those with special needs, whether physical, intellectual, emotional or social
PLO-6	Ability to produce innovative work as solutions to problems in primary schools, either independently and/or collaboratively, through the integration of scientific studies in the field of primary education in the form of research	Pedagogy	BK-50	Learning Innovation	This study focuses on the renewal or development of the application of ideas, content, media and methods in the learning process to enhance effectiveness, efficiency and student engagement
		Pedagogy	BK-51	Educational Innovation	This study focuses on preparing students to face the challenges of the modern educational world in a relevant and efficient manner
		ICT	BK-52	Issues and Trends in Educational Technology/ICT in Learning	This study focuses on the issues and trends in educational technology or Information and Communication Technology (ICT) in learning, which are currently evolving and influencing the world of education
		Pedagogy	BK-58	Learning Media and Primary School Teaching Materials	This study focuses on the development of creative and innovative learning media and teaching materials for primary schools tailored to the needs of pupils

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
PLO-7	Ability to make decisions in applying the principles of educational and learning problem-solving procedurally in continuous professional development	Pedagogy	BK-53	Flipped Learning	This module focuses on the concepts, principles and application of the flipped learning model, in which active learning processes are shifted from face-to-face time to independent learning outside the classroom; the design of self-directed learning materials such as videos and modules; strategies for facilitating interaction and discussion in the classroom; and learning assessment that supports student engagement and independence.
		ICT	BK-54	Digital Literacy and Humanity	This course focuses on understanding digital technology, digital ethics, digital literacy skills, the application of digital literacy in daily life, and empathy and tolerance in digital interactions.
		Educational Research	BK-55	Classroom Action Research	This study focuses on the concept and implementation of Classroom Action Research as a collaborative, reflective effort by classroom teachers to improve the quality of learning
		self-development	BK-56	Lesson study	This study focuses on the concept and implementation of lesson study as a collaborative reflective effort by classroom teachers to resolve learning issues
PLO-8	Developing oral and written communication of innovative designs and works on education, learning	Pedagogy	BK-53	Flipped Learning	This study focuses on the concepts, principles, and application of the flipped learning model, in which active learning processes are shifted from face-to-

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
	and curriculum content in primary schools by utilising science and technology				face time to independent learning outside the classroom; the design of self-directed learning materials such as videos and modules; strategies for facilitating interaction and discussion in the classroom; and learning assessments that support student engagement and independence.
		personal development	BK-54	Digital Literacy and Humanity	This course focuses on understanding digital technology, digital ethics, digital literacy skills, the application of digital literacy in daily life, and empathy and tolerance in digital interactions.
		ICT	BK-57	Learning Technologies	This study focuses on technology-based learning models (e-learning, blended learning, mobile learning), the use of digital learning applications and platforms, and trends and innovations in learning technology
		Pedagogy	BK-58	Learning Media and Teaching Materials for Primary Schools	This study material covers the concepts and functions of learning media, types of media, principles of design, production, and evaluation of media and teaching materials. Furthermore, the material also covers the use of digital technology, local learning resources, and strategies for implementing media in the learning process, as well as creative approaches to designing and implementing media and teaching materials that are effective, engaging and meaningful for learners.

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
		personal development	BK-59	Scientific Writing	This course focuses on the principles, structure, and techniques of academic writing in accordance with academic standards at higher education institutions and academic ethics, as well as the systematic, logical, and evidence-based writing of articles, papers, or research reports.
PLO-9	Ability to design, manage, and run a business in the field of primary education based on local wisdom and lifelong learning	personal development	BK-60	Technopreneurship	This course focuses on the role of technopreneurship in economic and technological development, the integration of entrepreneurship and technology, which refers to the development, application, and market segmentation, target customers, analysis of needs and trends in the technology market, and risk management and legal compliance
		Personal development	BK-61	Edupreneur	This study material covers the concept of entrepreneurship in the field of education, combining innovation, creativity and the exploitation of business opportunities in the education sector; the characteristics and spirit of entrepreneurship in the world of education; innovation in educational products and services; the marketing and branding of educational products; and the practice of edupreneurship
		self-development	BK-73	Content Creation	This study material contains a definition of the concept of content

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
					production in the field of education, which combines comprehensive skills in the production of educational content, from the creative research stage through to the finalisation of the product. The primary focus is on the application of strict quality control at every stage—from project proposal development and visual asset management to the evaluation of multimedia components. This course also emphasises production ethics and concludes with a final project practical and content feasibility testing to ensure the resulting product is professional and ready for use.
PLO-10	Ability to independently produce adaptive and cost-effective multimedia works for learning in primary schools	Pedagogy	BK-58	Learning Media and Teaching Materials for Primary Schools	This study material covers the concepts of learning media
		self-development	BK-63	Creative Multimedia Research	This study focuses on identifying creative research to serve as the basis for multimedia development
		self-development	BK-64	Multimedia Project Proposal	This study material covers the preparation of a multimedia project proposal
		personal development	BK-65	Visual Direction in Work Processes	This study focuses on the development of visual direction within work procedures
		self-development	BK-66	Visual Assets Based on the Established Work Steps	This study material covers the creation of visual assets based on established work procedures

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
		personal development	BK-67	All Multimedia Components Related to Audio and Visuals	This study material covers the preparation of all Multimedia Components Related to Audio and Visual
PLO-11	Ability to creatively design performing arts for primary school pupils	personal development	BK-68	Performance Concepts	This study material covers the technical aspects of performance, directing, and performance requirements
		personal development	BK-69	Stage Technical Design	This study material covers lighting and stage props
		personal development	BK-70	Make-up and Costume Design for the Performing Arts	This study material covers topics on facial and hair make-up, as well as costumes in the performing arts
		personal development	BK-71	Performance Space and Timing	This study covers the design of the performance space, the scheduling of the performance, the venue, and the duration of the performance, as well as promotional strategies
		personal development	BK-72	Performance Budget	This study material contains a budget plan for performance requirements
PLO 12	Evaluating and integrating concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	character	BK-01	Character Education	This course focuses on the formation of character values to help students develop the ability to make sound decisions, behave responsibly, and demonstrate integrity in every aspect of life.

<b>PLO</b>	<b>Description of Programme PLO</b>	<b>Cluster</b>	<b>Study Material Code</b>	<b>Study Materials</b>	<b>Description of Study Materials/Minimum Requirements</b>
		character	BK-02	religious education	The curriculum is designed to shape students into individuals who are faithful and devout towards the One True God, possess noble character, and respect diversity
		character	BK-03	Pancasila education	The course content is designed to provide students with an understanding and appreciation of the ideology of the Indonesian nation. Furthermore, it is explained that this course provides guidance to students to examine, analyse and solve problems relating to the development of the nation and state from the perspective of the fundamental values of Pancasila as the ideology and foundation of the Republic of Indonesia
		Character	BK-05	Indonesian	The course content is learning-oriented, enabling students to express their thoughts both orally and in writing in accordance with the proper and correct rules of the Indonesian language, thereby establishing Indonesian as the vehicle for knowledge and a unifying force for the nation

## 6 Course Design and Determination of Credit Weight

Courses are structured based on the Learning Outcomes (PLO) assigned to the course and the course content corresponding to those PLOs. Their structure may utilise the following matrix format:

Table 6.1 Matrix of LOs and Course Content

PLO	Study materials	
PLO-1	1.1	Character Education
PLO-2	2.1	Theoretical concepts of education
	2.2	Theoretical concepts of learning
	2.3	The Teaching Profession
	2.4	Theoretical concepts of assessment
	2.5	Primary school curriculum: mathematics
	2.6	Curriculum content in primary schools: Science
	2.7	subjects taught in primary school: social studies
	2.8	Subjects taught in primary school: Civic Education
	2.9	Subjects taught in primary school: Indonesian
	2.10	Subjects taught in primary school: Physical Education
	2.11	Subjects taught in primary school: Art
	2.12	Problem-solving concepts in primary school
	2.13	Foundations and Development of the Primary School Curriculum
PLO-3	3.1	Lesson planning
	3.2	Basic teaching skills
	3.3	Educational Psychology
	3.4	Theories of learning and teaching
	3.5	learning assessment
	3.6	Learning Assessment
	3.7	Curriculum Development
	3.8	Learning Models
	3.9	Learning strategies and management
	3.10	Integrated Learning
	3.11	Primary School Social Studies
	3.12	Primary School Science
	3.13	Primary School Mathematics
	3.14	Primary School Civic Education
	3.15	Indonesian Language Teaching in Primary Schools
	3.16	Primary School Science Education
	3.17	Primary School Art
	3.18	Primary School Physical Education, Health and Recreation

<b>PLO</b>	<b>Study materials</b>	
	3.19	STEAM
	3.20	English for Primary Schools
PLO-4	4.1	Primary School Educational Research
	4.2	Research Methodology
	4.3	Research Design and Data Analysis
	4.4	Educational Statistics
PLO-5	5.1	6C Skills (critical thinking, communication, collaboration, creativity, citizenship/culture, character/compassion)
	5.2	Computational thinking
	5.3	Critical Thinking and PBL/CBL
	5.4	Children with Special Needs
	5.5	Primary School Guidance and Counselling
	5.6	Inclusive Education
PLO-6	6.1	Learning Innovation
	6.2	Educational innovation
	6.3	Issues and Trends in Educational Technology/ICT in Learning
PLO-7	7.1	Flipped Learning
	7.2	Digital Literacy and Humanity
	7.3	Classroom Action Research
	7.4	Lesson study
PLO-8	8.1	learning technology
	8.2	Learning media and teaching materials for primary schools
	8.3	Scientific Writing
PLO-9	9.1	Technopreneurship
	9.2	Foundations of 6C Skills and Innovation
PLO-10	10.1	Creative Multimedia Research
	10.2	Multimedia Project Proposal
	10.3	Visual Direction in the Work Process
	10.4	Visual Assets Based on the Defined Workflow
	10.5	All Multimedia Components Related to Audio and Visuals
PLO-11	11.1	Stage Technical Design
	11.2	Make-up and Costume Design for the Performing Arts
	11.3	Performing Arts Management
	11.4	Performance Costume Design
	11.5	Performance Directing
PLO 12	12.1	religious education
	12.2	Pancasila education
	12.3	English
	12.4	Indonesian
	12.5	PGRI-related

The determination of learning outcomes can be obtained by ‘breaking down’ the information into the table below.

Table 6.2 Determination of MK through study materials in the PLO descriptor

Study Materials	Elements in the study material/learning content	Formulation of Learning Outcomes	Course Name
1.1 Character education	1.1.1 Character Values as Education 1.1.2 Aspects of Educator Character Development 1.1.3 The Importance of Character Education for Educators 1.1.4 Introduction to Citizenship Education 1.1.5 Indonesian National Identity and Anti-Intolerance 1.1.6 National Integrity 1.1.7 The Constitution in Indonesia 1.1.8 The Duties and Rights of the State and Citizens 1.1.9 The Dynamics of Democracy in Indonesia 1.1.10 Law Enforcement in Indonesia 1.1.11 Archipelagic Outlook 1.1.12 National Resilience	12.1.1 Islam in the development of the whole person and professional Muslim scholars 12.1.2 The concept of God as a determining factor in the development of people who are faithful and God-fearing, based on the Qur’an and the Sunnah 12.1.3 Islam in ensuring happiness in this world and the hereafter, in the context of modern life 12.1.4 The integration of faith, Islam, and Ihsan in shaping the whole person (insan kamil) 12.1.5 Establishing a Qur’anic paradigm in addressing the development of modern science and technology 12.1.6 Grounding Islam in Indonesia so that Islam is perceived as a necessity of life, not as a burden or obligation 12.1.7 Fostering unity within a dynamic and complex diversity within the context of Indonesia’s pluralistic socio-cultural life 12.1.8 Islam facing the challenges of modernisation, to demonstrate Islam’s compatibility with the modern world of today 12.1.9 Islam’s contribution to the development of a	Islamic Religious Education

		<p>peaceful, friendly, and prosperous global civilisation, both materially and spiritually</p> <p>12.1.10 The role of the mosque in building a community that is religiously spiritual, spiritually and physically healthy, intelligent (emotionally, intellectually, and spiritually), and prosperous; and</p> <p>12.1.11 The implementation of Islam as a mercy to all creation</p> <p>12.1.12 The concepts of iman, Islam and ihsan in shaping the perfect human being</p> <p>12.1.13 The concepts of ethics, morals and character (anti-corruption, anti-bullying, anti-intolerance, anti-sexual violence, anti-drugs)</p> <p>12.1.14 Democracy and human rights from an Islamic perspective</p> <p>12.1.15 Islamic Politics and Law</p>	
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<p>12.1 Religious Education</p>	<p>12.1.1 Islam in the development of the whole person and professional Muslim scholars  12.1.2 The concept of God as a determining factor in the development of people who are faithful and God-fearing, based on the Qur'an and the Sunnah  12.1.3 Islam in ensuring happiness in this world and the hereafter, within the context of modern life  12.1.4 The integration of faith, Islam, and Ihsan in shaping the whole human being (insan kamil)  12.1.5 Establishing a Qur'anic paradigm in addressing the development of modern science and technology  12.1.6 Grounding Islam in Indonesia so that Islam is perceived as a necessity of life, not as a burden or obligation  12.1.7 Fostering unity within a dynamic and complex diversity within the context of Indonesia's pluralistic socio-cultural life  12.1.8 Islam facing the challenges of modernisation, to demonstrate Islam's compatibility with the modern world of today  12.1.9 The contribution of Islam to the development of a peaceful, friendly, and prosperous global civilisation, both materially and spiritually  12.1.10 The role of the mosque in building a community that is religiously spiritual,</p>	<p>12.1.16 The concept of humanity in the Catholic faith;  12.1.17 Religion in the Catholic Faith;  12.1.18 Jesus Christ and His Work of Salvation; and the Church and communal faith.  12.1.19 Who is man according to the Bible  12.1.20 Reasoning, exploring arguments, understanding and the nature of humanity as the image of God  12.1.21 Communicating the calling and mission of humanity as the image of God  12.1.22 Exploring the relationship of human beings with themselves, others, the environment and God.  12.1.23 Communicating humanity's relationship with oneself, others, the environment and God  12.1.24 Religion as the completion of the understanding of the macrocosm and microcosm  12.1.25 Living out the religious life within the Catholic Church. 8) The Meaning of Religious Pluralism  12.1.26 Interfaith cooperation for the integral development of the human person  12.1.27 Personal encounter with Jesus in the Bible  12.1.28 The meaning of the Passion, death and resurrection of Jesus Christ  12.1.29 The Meaning of the Trinity  12.1.30 The nature and mission of the Catholic</p>	<p>Catholic Religious Education</p>
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	<p>spiritually and physically healthy, intelligent (emotionally, intellectually, and spiritually), and prosperous; and</p> <p>12.1.11 The implementation of Islam as a mercy to all creation</p> <p>12.1.12 The concepts of iman, Islam and ihsan in shaping the perfect human being</p> <p>12.1.13 The concepts of ethics, morals and character (anti-corruption, anti-bullying, anti-intolerance, anti-sexual violence, anti-drugs)</p> <p>12.1.14 Democracy and human rights from an Islamic perspective</p> <p>12.1.15 Islamic politics and law</p> <p>12.1.16 The Concept of Humanity in the Catholic Faith;</p> <p>12.1.17 Religion in the Catholic Faith;</p> <p>12.1.18 Jesus Christ and His Work of Salvation; and the Church and faith in society.</p> <p>12.1.19 Who is the human being according to the Bible</p>	<p>Church for the preservation of life</p> <p>12.1.31 Living out the faith in a pluralistic society</p> <p>12.1.32 Faith for the creation of Pancasila-based builders.</p>	
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	<p>12.1.20 Reasoning, exploring arguments, understanding and the nature of humanity as the image of God</p> <p>12.1.21 Communicating the calling and mission of humanity as the image of God</p> <p>12.1.22 Exploring the relationship of human beings with themselves, others, the environment and God.</p> <p>12.1.23 Communicating humanity’s relationship with oneself, others, the environment and God</p> <p>12.1.24 Religion as the completion of the understanding of the macrocosm and microcosm</p> <p>12.1.25 Living out the religious life within the Catholic Church. 8) The Meaning of Religious Pluralism</p> <p>12.1.26 Interfaith cooperation for the integral development of the human person</p> <p>12.1.27 Personal Encounter with Jesus in the Bible</p> <p>12.1.28 The meaning of the Passion, death and resurrection of Jesus Christ</p> <p>12.1.29 The Meaning of the Trinity</p> <p>12.1.30 The nature and mission of the Catholic Church for the preservation of life</p> <p>12.1.31 Living out the faith in a pluralistic society</p> <p>12.1.32 Faith for the creation of Pancasila-based builders</p> <p>12.1.33 The Status and Significance of the Christian Studies Course in Higher Education</p>	<p>12.1.33 The Status and Significance of Christian Religious Studies Courses in Higher Education</p> <p>12.1.34 Christian teaching on God as Creator, Sustainer, Saviour and Renewer of His Creation</p> <p>12.1.35 Christian teachings on humanity as religious, social, rational, ethical and also sinful beings;</p> <p>12.1.36 Christian ethics/morality and character: Opposition to sexual harassment</p> <p>12.1.37 The reciprocal relationship between the Christian faith and science and technology</p> <p>12.1.38 Christian faith and interfaith harmony, science, and service</p> <p>12.1.39 Christian responsibility in national and civic life</p> <p>12.1.40 Christian responsibility in environmental conservation; and</p> <p>12.1.41 Moral responsibility in young people’s social interactions.</p> <p>12.1.42 God the Creator: Creating, saving and accompanying</p> <p>12.1.43 Human beings, God’s creation: Created in the Image and Likeness of the Creator</p> <p>12.1.44 Christianity and Culture</p> <p>12.1.45 Interfaith Harmony: Building Tolerance</p> <p>12.1.46 Diversity as a Reality</p> <p>12.1.47 Human Rights: Humanising humanity: Anti-bullying</p>	<p>Christian Religious Education</p>
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	<p>12.1.34 Christian teachings on God as Creator, Sustainer, Saviour and Renewer of His Creation</p> <p>12.1.35 Christian teachings on humanity as religious, social, rational, ethical and also sinful beings;</p> <p>12.1.36 Christian ethics/morality and character: Opposition to sexual harassment</p> <p>12.1.37 The reciprocal relationship between the Christian faith and science and technology</p> <p>12.1.38 Christian faith and interfaith harmony, science, and service</p> <p>12.1.39 Christian responsibility in national and civic life</p> <p>12.1.40 Christian responsibility in environmental conservation; and</p> <p>12.1.41 Moral responsibility in young people’s social interactions.</p> <p>12.1.42 God the Creator: Creating, saving and accompanying</p> <p>12.1.43 Human beings, God’s creation: Created in the Image and Likeness of the Creator</p> <p>12.1.44 Christianity and Culture</p> <p>12.1.45 Interfaith Harmony: Building Tolerance</p>	<p>12.1.48 Democracy</p> <p>12.1.49 Work as a Mandate from God: Anti-Corruption</p> <p>12.1.50 The Relationship between Religion and the State according to Christianity</p> <p>12.1.51 The Law of Love: The foundation of Christian life in all aspects of life.</p>	
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	<p>12.1.46 Diversity as a Reality  12.1.47 Human Rights: Humanising humanity: Anti-bullying  12.1.48 Democracy  12.1.49 Work as a Mandate from God: Anti-Corruption  12.1.50 The Relationship between Religion and the State according to Christianity  12.1.51 The Law of Love: The Foundation of Christian Life in All Aspects of Life  12.1.52 The Aims and Functions of the Hindu Religion Course;  12.1.53 The role of the historical development of Hinduism in providing positive lessons  12.1.54 The teachings of Brahmavidya (theology) in fostering sraddha and bhakti (faith and devotion) among students;  12.1.55 The role of Vedic studies in building students' understanding of the Vedas as sacred texts and a source of law;  12.1.56 The Hindu concept of humanity in developing students' personalities to be leader-minded, law-abiding, healthy, creative and adaptable;  12.1.57 Hindu ethical teachings in fostering the morality of Hindu students;  12.1.58 The role of religious arts in shaping an aesthetic personality based on a humanistic foundation;  12.1.59 Fostering harmony in accordance with Hindu teachings;  12.1.60 Fostering students'</p>	<p>12.1.52 The aims and functions of the Hindu Religion course;  12.1.53 The role of the historical development of the Hindu religion in providing positive learning  12.1.54 The teachings of Brahmavidya (theology) in fostering sraddha and bhakti (faith and devotion) among students;  12.1.55 The role of Vedic studies in building students' understanding of the Vedas as sacred texts and a source of law;  12.1.56 The Hindu concept of humanity in developing students' personalities to be leader-minded, law-abiding, healthy, creative and adaptable;  12.1.57 Hindu ethical teachings in fostering the morality of Hindu students;  12.1.58 The role of religious arts in shaping an aesthetic personality based on a humanistic foundation;  12.1.59 Fostering harmony in accordance with Hindu teachings;  12.1.60 Fostering students' awareness of their role as social beings in accordance with Hindu teachings;  12.1.61 A study of the concept of śraddhā in the Vedas, Upaniṣads, and Bhagavad Gītā; typologies of faith (trividha śraddhā in Gītā 17:2–3); the function of śraddhā in the spiritual growth of Hindus; strengthening faith through the practice of yajña, tapa, and dharma.  12.1.62 Contemporary issues such as materialism,</p>	<p>Hindu Religious Education</p>
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	<p>awareness of their role as social beings in accordance with Hindu teachings;</p> <p>12.1.61 A study of the concept of śraddhā in the Vedas, Upaniṣads, and Bhagavad Gītā; typologies of faith (trividha śraddhā in Gītā 17:2–3); the function of śraddhā in the spiritual growth of Hindus; strengthening faith through the practice of yajña, tapa, and dharma.</p> <p>12.1.62 Contemporary issues such as materialism, secularism, and popular spirituality; the Hindu approach to immanent-transcendent Divinity (Brahman and Īśvara); the relevance of mokṣa, ātman, and bhakti yoga in addressing modern spiritual needs.</p> <p>12.1.63 The Hindu view of ātman, saṁsāra, karma, and mokṣa; the dignity of humanity as dharmic beings capable of attaining the highest consciousness; the relevance of these teachings in addressing the modern search for the meaning of life.</p> <p>12.1.64 The teachings of dāna, seva, ahimsa, and kṣānti; the role of Hindus in social development and education; tangible contributions to economic development and national values in the spirit of dharma yuddha.</p> <p>12.1.65 A historical study of the role of Hindus in the states and kingdoms of the Nusantara; the principles of pañca yadnya and rājadharmā in state governance; the</p>	<p>secularism, and popular spirituality; the Hindu approach to immanent-transcendent Divinity (Brahman and Īśvara); the relevance of mokṣa, ātman, and bhakti yoga in addressing modern spiritual needs.</p> <p>12.1.63 The Hindu view of ātman, saṁsāra, karma, and mokṣa; the dignity of humanity as dharmic beings capable of attaining the highest consciousness; the relevance of these teachings in addressing the modern search for the meaning of life.</p> <p>12.1.64 The teachings of dāna, seva, ahimsa, and kṣānti; the role of Hindus in social and educational development; tangible contributions to economic development and national values in the spirit of dharma yuddha.</p> <p>12.1.65 A historical study of the role of Hindus in the states and kingdoms of the Nusantara; the principles of pañca yadnya and rājadharmā in state governance; the contribution of Hindu values to the ethics of governance, law, and the culture of the Nusantara.</p> <p>12.1.66 The ethics of dāna and yajña as forms of social responsibility; the concept of lokasaṁgraha in the Bhagavad Gītā (3:20–25); tax awareness as seva for the state; the value of patriotism in the practice of karma yoga among Indonesian Hindus.</p> <p>12.1.67 Teachings on gender equality in the</p>	
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	<p>contribution of Hindu values to the ethics of governance, law, and the culture of the Nusantara.</p> <p>12.1.66 The ethics of dāna and yajña as forms of social responsibility; the concept of lokasaṅgraha in the Bhagavad Gītā (3:20–25); tax awareness as seva for the state; the value of patriotism in the practice of karma yoga among Indonesian Hindus.</p> <p>12.1.67 Teachings on gender equality in the Vedas and the Mahābhārata (e.g. the stories of Sulabhā, Draupadī); the principle of non-violence (ahimsā) in social relations; the contribution of Hindus to social movements and dharma-based democracy.</p> <p>12.1.68 Teachings on tolerance in the Vedas: ekaṁ sat viprā bahudhā vadanti; interfaith dialogue in the Upaniṣads and the Gītā; the history of Hindu pluralism in India and the Archipelago; the principles of madhyama mārga and sarva dharma sambhava in the practice of religious moderation.</p> <p>12.1.69 Strategies for interfaith education and dharmic dialogue; forums for harmony based on the values of ṛta and satya; case studies of Hindu tolerance in Bali and Java; analysis of religious freedom according to the 1945 Constitution and the inclusive stance of Hindu teachings.</p>	<p>Vedas and the Mahābhārata (e.g. the stories of Sulabhā, Draupadī); the principle of non-violence (ahimsā) in social relations; the contribution of Hindus to social movements and dharma-based democracy.</p> <p>12.1.68 Teachings on tolerance in the Vedas: ekaṁ sat viprā bahudhā vadanti; interfaith dialogue in the Upaniṣads and the Gītā; the history of Hindu pluralism in India and the Archipelago; the principles of madhyama mārga and sarva dharma sambhava in the practice of religious moderation.</p> <p>12.1.69 Strategies for interfaith education and dharmic dialogue; forums for harmony based on the values of ṛta and satya; case studies of Hindu tolerance in Bali and Java; analysis of religious freedom according to the 1945 Constitution and the inclusive stance of Hindu teachings.</p>	
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	<p>12.1.70 The framework and content of the Tipitaka/Tri Pitaka scriptures;</p> <p>12.1.71 The meaning of Buddhism and the purpose of human life;</p> <p>12.1.72 The Universal Law of the Buddha; 4. The Meaning of the One Supreme God;</p> <p>12.1.73 Buddhist Ethics (Sila);</p> <p>12.1.74 Science, Technology and the Arts in accordance with Buddhist teachings;</p> <p>12.1.75 The Buddhist Community and the Fostering of Interfaith Harmony;</p> <p>12.1.76 Buddhist culture and politics;</p> <p>12.1.77 Bhavana.</p> <p>12.1.78 Study of the concept of sādḍha in the suttas (e.g. Sāleyyaka Sutta, Kalama Sutta), typologies of saddhā (buttika, ākāra, bala), the function of saddhā in the spiritual life of Buddhists, and the strengthening of faith through practice.</p> <p>12.1.79 Contemporary issues such as secularism, spiritual crisis, and pluralism; the Buddhist approach to the concept of Divinity (without a creator), the relevance of nibbāna and the brahmavihāras in addressing contemporary spiritual needs.</p> <p>12.1.80 The Buddhist view of anattā, dukkha, paṭiccasamuppāda, and nibbāna; the dignity of human beings as moral beings with the potential</p>	<p>12.1.70 The structure and content of the Tipitaka/Tri Pitaka;</p> <p>12.1.71 The meaning of Buddhism and the purpose of human life;</p> <p>12.1.72 The Universal Law of the Buddha; 4. The Meaning of the One Supreme God;</p> <p>12.1.73 Buddhist morality (Sila);</p> <p>12.1.74 Science, Technology and the Arts in accordance with Buddhist teachings;</p> <p>12.1.75 The Buddhist Community and the Fostering of Interfaith Harmony;</p> <p>12.1.76 Buddhist Culture and Politics;</p> <p>12.1.77 Bhavana.</p> <p>12.1.78 Study of the concept of sādḍha in the suttas (e.g. Sāleyyaka Sutta, Kalama Sutta), typologies of saddhā (buttika, ākāra, bala), the function of saddhā in the spiritual life of Buddhists, and the strengthening of faith through practice.</p> <p>12.1.79 Contemporary issues such as secularism, spiritual crisis, and pluralism; the Buddhist approach to the concept of Divinity (without a creator), the relevance of nibbāna and the brahmavihāras in addressing contemporary spiritual needs.</p> <p>12.1.80 The Buddhist view of anattā, dukkha, paṭiccasamuppāda, and nibbāna; the dignity of human beings as moral beings with the potential for enlightenment; the</p>	<p>Buddhist Religious Education</p>
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	<p>for enlightenment; the relevance of these teachings in addressing the questions of modern life.</p> <p>12.1.81 Teachings on dāna, sīla, karuṇā, mettā, and samacariya; the role of the laity in social, economic, and educational development; Buddhist contributions to national values and public cooperation.</p> <p>12.1.82 Historical study of the role of Buddhists in the state; the principles of pañca-sīla and dasavidha-rājadhamma; the contribution of Buddhist values in fostering social justice, the rule of law, and a culture of compassion.</p> <p>12.1.83 The ethics of dāna as the basis for public contribution; the teaching of lokasangraha (maintenance of the world); tax awareness as a form of secular dāna; the value of nationalism in Indonesian Buddhism.</p> <p>12.1.84 Teachings on gender equality in the suttas (e.g. Therīgāthā, Sutta Nipāta); the principle of non-violence (ahiṃsā); lay participation in social movements and the strengthening of democracy based on Buddhist values.</p> <p>12.1.85 Suttas on tolerance and dialogue (e.g. Kalama Sutta, Cūḷekasāla Sutta); the history of Buddhist pluralism in India and Southeast Asia; the concept of majjhima paṭipadā as the basis for religious moderation.</p> <p>12.1.86 Interfaith education</p>	<p>relevance of these teachings in addressing the questions of modern life.</p> <p>12.1.81 Teachings on dāna, sīla, karuṇā, mettā, and samacariya; the role of the laity in social, economic, and educational development; Buddhist contributions to national values and public cooperation.</p> <p>12.1.82 Historical study of the role of Buddhists in the state; the principles of pañca-sīla and dasavidha-rājadhamma; the contribution of Buddhist values in fostering social justice, the rule of law, and a culture of compassion.</p> <p>12.1.83 The ethics of dāna as the basis for public contribution; the teaching of lokasangraha (maintenance of the world); tax awareness as a form of secular dāna; the value of nationalism in Indonesian Buddhism.</p> <p>12.1.84 Teachings on gender equality in the suttas (e.g. Therīgāthā, Sutta Nipāta); the principle of non-violence (ahiṃsā); lay participation in social movements and the strengthening of democracy based on Buddhist values.</p> <p>12.1.85 Suttas on tolerance and dialogue (e.g. Kalama Sutta, Cūḷekasāla Sutta); the history of Buddhist pluralism in India and Southeast Asia; the concept of majjhima paṭipadā as the basis for religious moderation.</p> <p>12.1.86 Interfaith education strategies; interfaith</p>	
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	<p>strategies; interfaith dialogue forums based on mettā-karuṇā; case studies of religious pluralism; legal analysis of religious freedom in the context of Indonesia and Buddhism.</p> <p>12.1.87 Objectives and functions of the Confucianism course as a compulsory component of the diploma and undergraduate curriculum;</p> <p>12.1.88 The purpose of human life and the afterlife;</p> <p>12.1.89 The essence and urgency of integrating faith (cheng), belief (xin), righteousness (Zhong), and sincerity (jing) in the formation of a virtuous person (junzi);</p> <p>12.1.90 The Confucian concept of diversity within religious pluralism;</p> <p>12.1.91 Confucian contributions to the historical development of world civilisation;</p> <p>12.1.92 The essence and urgency of Confucian spiritual values as one of the determinants in the development of a nation with character;</p> <p>12.1.93 Religion as one of the parameters of national unity and integrity within the framework of the Unitary State of the Republic of Indonesia;</p> <p>12.1.94 The sources of Confucian teachings and their contextualisation in modern life;</p> <p>12.1.95 Confucian teachings in the context of modernity and Indonesian identity;</p> <p>12.1.96 The concepts of</p>	<p>dialogue forums based on mettā-karuṇā; case studies of religious pluralism; legal analysis of religious freedom in the context of Indonesia and Buddhism.</p> <p>12.1.87 Objectives and functions of the Confucianism course as a compulsory component of the diploma and undergraduate curriculum;</p> <p>12.1.88 The purpose of human life and the afterlife;</p> <p>12.1.89 The essence and urgency of integrating faith (cheng), belief (xin), righteousness (Zhong), and sincerity (jing) in the formation of a virtuous person (junzi);</p> <p>12.1.90 The Confucian concept of diversity within religious pluralism;</p> <p>12.1.91 Confucian contributions to the historical development of world civilisation;</p> <p>12.1.92 The essence and urgency of Confucian spiritual values as one of the determinants in the development of a nation with character;</p> <p>12.1.93 Religion as one of the parameters of national unity and integrity within the framework of the Unitary State of the Republic of Indonesia;</p> <p>12.1.94 The sources of Confucian teachings and their contextualisation in modern life;</p> <p>12.1.95 Confucian teachings in the context of modernity and Indonesian identity;</p> <p>12.1.96 The concepts of science and technology,</p>	<p>Confucian Religious Education</p>
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	<p>science and technology, politics, society, culture, economics, the environment, and education from a Confucian perspective;</p> <p>12.1.97 The role and function of Confucian student activities as a centre for the development of Confucian culture.</p> <p>12.1.98 A study of the concept of xin (faith) in the Analects, the Doctrine of the Mean, and the Works of Mencius; the typology of xin in relation to zhong, shu, and cheng (sincerity); the function of faith in the moral and spiritual life of the faithful; the strengthening of faith through the daily practices of li and xiu shen.</p> <p>12.1.99 Contemporary issues such as hedonism, the ethical crisis, and secularism; the Confucian view of Tian (Heaven) as the source of moral order; the relevance of dao, ren, and ming in addressing the spiritual void of the modern age.</p> <p>12.1.100 The Confucian view of human nature (xing) as inherently good; the value of the junzi as humanity's noble potential; the interconnection between moral cultivation (xiu shen) and social harmony; the application of these teachings to address contemporary existential questions.</p> <p>12.1.101 The teachings of ren, yi, li, zhong, shu, and xin in social life; moral obligations towards family and state; the tangible</p>	<p>politics, society, culture, economics, the environment, and education from a Confucian perspective;</p> <p>12.1.97 The role and function of Confucian student activities as a centre for the development of Confucian culture.</p> <p>12.1.98 A study of the concept of xin (faith) in the Analects, the Doctrine of the Mean, and the Works of Mencius; the typology of xin in relation to zhong, shu, and cheng (sincerity); the function of faith in the moral and spiritual life of the faithful; the strengthening of faith through the daily practices of li and xiu shen.</p> <p>12.1.99 Contemporary issues such as hedonism, the ethical crisis, and secularism; the Confucian view of Tian (Heaven) as the source of moral order; the relevance of dao, ren, and ming in addressing the spiritual void of the modern age.</p> <p>12.1.100 The Confucian view of human nature (xing) as inherently good; the value of the junzi as humanity's noble potential; the interconnection between moral cultivation (xiu shen) and social harmony; the application of these teachings to address contemporary existential questions.</p> <p>12.1.101 The teachings of ren, yi, li, zhong, shu, and xin in social life; moral obligations towards family and state; the tangible contributions of</p>	
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	<p>contributions of Confucians in the social, educational, and national spheres; the practices of gong (co-operation) and xiao (filial piety) in fostering harmony.</p> <p>12.1.102 Historical study of the role of Confucian communities within the state; moral practices based on da xue (great learning) and zhong yong (balance); the contribution of the value of he (harmony) in realising a compassionate legal system and social culture.</p> <p>12.1.103 The concept of li as civil order and public ethics; the value of dāna in social forms through gongde (collective virtue); taxation as a civic duty to ensure national harmony; patriotism as an expression of zhong (loyalty) to the state.</p> <p>12.1.104 The doctrine of equality in classical Confucianism (e.g., Ren applies universally); the spirit of non-violence and wen (civilisation); the role of Confucian figures in education and social reform; the contribution of the faithful in strengthening democratic values.</p> <p>12.1.105 The attitude of tolerance in the Zhong Yong and Lun Yu; the principle of he er bu tong (harmony without uniformity); the history of Confucian pluralism in East Asia and Southeast Asia; the practice of zhong-shu as the basis for interfaith dialogue and</p>	<p>Confucians in the social, educational, and national spheres; the practices of gong (co-operation) and xiao (filial piety) in fostering harmony.</p> <p>12.1.102 Historical study of the role of Confucian communities within the state; moral practices based on da xue (great learning) and zhong yong (balance); the contribution of the value of he (harmony) in realising a compassionate legal system and social culture.</p> <p>12.1.103 The concept of li as civil order and public ethics; the value of dāna in social forms through gongde (collective virtue); taxation as a civic duty to ensure national harmony; patriotism as an expression of zhong (loyalty) to the state.</p> <p>12.1.104 The doctrine of equality in classical Confucianism (e.g., Ren applies universally); the spirit of non-violence and wen (civilisation); the role of Confucian figures in education and social reform; the contribution of the faithful in strengthening democratic values.</p> <p>12.1.105 The attitude of tolerance in the Zhong Yong and Lun Yu; the principle of he er bu tong (harmony without uniformity); the history of Confucian pluralism in East Asia and Southeast Asia; the practice of zhong-shu as the basis for interfaith dialogue and religious moderation.</p>	
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<p>religious moderation. 12.1.106 Interfaith education strategies based on the values of Ren and Yi; the development of interfaith and humanitarian forums; case studies of the role of Confucian figures in religious harmony; analysis of the constitution and guarantees of religious freedom within the context of Confucian values.</p>		<p>12.1.106 Interfaith education strategies based on the values of Ren and Yi; the development of interfaith and humanitarian forums; case studies of the role of Confucian figures in religious harmony; analysis of the constitution and guarantees of religious freedom within the context of Confucian values.</p>	
		<p>12.2.1 The history and objectives of Pancasila education 12.2.2 Pancasila as the nation's identity 12.2.3 Pancasila in the Context of the 1945 Constitution 12.2.4 Pancasila as the foundation of the state 12.2.5 Pancasila as the ideology of the nation and state 12.2.6 Pancasila as a Philosophical System 12.2.7 Pancasila and State Policy 12.2.8 Pancasila as an ethical system 12.2.9 The actualisation of Pancasila values in the 5A: Anti-Corruption, Anti-Intolerance, Anti-Bullying, Anti-Sexual Violence, and Anti-Drugs 12.2.10 The Correlation between State Law "Pancasila" and Religious Law 12.2.11 Pancasila as the foundation for the development of science 12.2.12 Pancasila as a paradigm of science 12.2.13 Pancasila as a paradigm for national life</p>	<p>Pancasila Education</p>

<p>12.2 Pancasila education</p>	<p>12.2.1 History and objectives of Pancasila education  12.2.2 Pancasila as the national identity  12.2.3 Pancasila in the Context of the 1945 Constitution  12.2.4 Pancasila as the Foundation of the State  12.2.5 Pancasila as the ideology of the nation and state  12.2.6 Pancasila as a Philosophical System  12.2.7 Pancasila and State Policy  12.2.8 Pancasila as an ethical system  12.2.9 The actualisation of Pancasila values in the 5A: Anti-Corruption, Anti-Intolerance, Anti-Bullying, Anti-Sexual Violence, and Anti-Drugs  12.2.10 The Correlation between State Law “Pancasila” and Religious Law  12.2.11 Pancasila as the foundation for the development of science  12.2.12 Pancasila as a paradigm of science  12.2.13 Pancasila as a paradigm for national life</p>	<p>12.3.1 Simple Present Tense  12.3.2 Present Continuous Tense  12.3.3 Simple Past Tense  12.3.4 Present Perfect Tense  12.3.5 Simple Future Tense</p>	<p>English</p>
<p>12.3 English</p>	<p>12.3.1 Simple Present Tense  12.3.2 Present Continuous Tense  12.3.3 Simple Past Tense  12.3.4 Present Perfect Tense  12.3.5 Simple Future Tense</p>	<p>12.4.1 The nature of Indonesian as the language of unity and the national language  12.4.2 Exploring texts in academic life (instilling values and the nature of the Indonesian language as a vehicle for knowledge);  12.4.3 Exploring the world of literature  12.4.4 Designing research proposals and activity proposals  12.4.5 Reporting research</p>	<p>Indonesian</p>

		findings and activity outcomes 12.4.6 Expressing oneself in academic articles	
12.4 Indonesian	12.4.1 The nature of Indonesian as the language of unity and the national language 12.4.2 Exploring texts in academic life (instilling the values and nature of the Indonesian language as a vehicle for knowledge); 12.4.3 Exploring the world of literature 12.4.4 Designing research proposals and activity proposals 12.4.5 Reporting research findings and activity outcomes 12.4.6 Expressing oneself in academic articles	12.5.1 General Introduction 12.5.2 History and Dynamics of PGRI 12.5.3 The Nature and Identity of PGRI 12.5.4 PGRI Organisational Ethics 12.5.5 Profile of Pancasila Students 12.5.6 Challenges Facing PGRI in the Era of Disruption and Revolution 12.5.7 The Role of PGRI in Improving the Quality of Human Resources 12.5.8 PGRI and Global Networks	PGRI Identity
12.5 PGRI-ness	12.5.1 General Introduction 12.5.2 History and Dynamics of the PGRI 12.5.3 The Nature and Identity of PGRI 12.5.4 PGRI Organisational Ethics 12.5.5 Profile of Pancasila Students 12.5.6 Challenges Facing PGRI in the Era of Disruption and Revolution 12.5.7 The Role of PGRI in Improving the Quality of Human Resources 12.5.8 PGRI and Global Networks	2.1.1 Definition of education 2.1.2 Legal foundations of education 2.1.3 Historical Foundations of Education 2.1.4 The ideological foundations of education 2.1.5 Pedagogical foundations of education 2.1.6 Psychological foundations of education 2.1.7 Socio-cultural and moral foundations of education 2.1.8 Philosophical foundations of education 2.1.9 Religious and systemic foundations of education 2.1.10 Issues in educational practice 1.1.1 Character Values in Education 1.1.2 Aspects of Educators' Character Development 1.1.3 The Importance of Character Education for	Foundations of Education

		Educators	
2.1 Theoretical Concepts of Education	2.1.1 Definition of education 2.1.2 Legal foundations of education 2.1.3 Historical Foundations of Education 2.1.4 Ideological foundations of education 2.1.5 Pedagogical foundations of education 2.1.6 Psychological foundations of education 2.1.7 Socio-cultural and moral foundations of education 2.1.8 Philosophical foundations of education 2.1.9 Religious and systemic foundations of education 2.1.10 Issues in educational practice	2.2.1 Definition of learning 2.2.2 Components of learning 2.2.3 Principles of learning 3.4.1 Definition of Learning 3.4.2 Factors influencing learning 3.4.3 Behaviourist Learning Theory 3.4.4 Cognitive Learning Theory 3.4.5 Constructivist Learning Theory 3.4.6 Humanistic Learning Theory 3.4.7 Implementation of learning theories in teaching 3.8.1 Concepts and characteristics of learning models 3.8.2 PBL 3.8.3 PjBL 3.8.4 CTL 3.8.5 Inquiry 3.8.6 Cooperative learning 3.8.7 Quantum Teaching 6.1.1 The nature of learning innovation 6.1.2 Principles of Learning Innovation 6.1.3 Innovation in Learning Media and Technology 6.1.4 Innovation in Assessment 6.1.5 Innovation in Teaching Materials 6.1.6 Processes and Stages of Learning Innovation 6.1.7 Designing learning innovation in primary schools 6.2.1 The Concept of Educational Innovation 6.2.2 Characteristics of Educational Innovation 6.2.3 Stages of educational strategy	Innovation in primary education

		6.2.4 Strategies in educational innovation 6.2.5 Implementation of Educational Innovation Strategies 8.2.1 Introduction to learning media and teaching materials 8.2.2 Characteristics of effective learning media and teaching materials for primary schools 8.2.3 Development of ICT-based learning media and teaching materials for primary schools 8.2.4 Development of learning media based on the environment and local wisdom 8.2.5 Principles of instructional material and learning media design 8.2.6 Producing teaching materials and learning media	
2.2 Theoretical concepts of learning	2.2.1 Definition of learning 2.2.2 Components of learning 2.2.3 Principles of learning 2.2.4 Theories of learning and teaching	2.3.1 Ethics and the Teachers' Code of Ethics 2.3.2 Education Laws and Regulations 2.3.3 Competencies and Qualifications of Primary School Teachers 2.3.4 Current Issues in the Teaching Profession 2.3.5 Collaboration between Teachers, Parents and the Community	Ethics of the Teaching Profession
2.3 The Teaching Profession	2.3.1 Ethics and the Code of Ethics for Teachers 2.3.2 Education Law and Legislation 2.3.3 Competencies and Qualifications of Primary School Teachers 2.3.4 Current Issues in the Teaching Profession 2.3.5 Collaboration between Teachers, Parents and the Community	2.5.1 Primary School Arithmetic 2.5.3 Primary School Arithmetic 2.5.9 Numeracy	Arithmetic and Algebra

2.4 Theoretical concepts of assessment	2.4.1 Assessment concepts 2.4.2 Functions of assessment 2.4.3 Assessment methods 2.4.4 Assessment instruments 2.4.5 Interpretation of assessment results 2.4.6 Assessment reports	2.5.2 Geometry and Measurement in Primary School	Geometry and Measurement in Primary School
2.5 Primary school curriculum: mathematics	2.5.1 Numbers in Primary School	2.5.6 Logic 2.5.7 Sets 2.5.8 Relations and functions	Basic Mathematical Concepts
	2.5.2 Geometry and Measurement in Primary School	2.5.4 Descriptive Statistics	Basic Statistics
	2.5.3 Arithmetic in Primary School 2.5.4 Descriptive Statistics 2.5.5 Problem-solving 2.5.6 Logic 2.5.7 Sets 2.5.8 Relations and Functions 2.5.9 Numeracy	2.6.1 Measurement, quantities and units 2.6.2 Force and Motion 2.6.3 Work, simple machines and energy 2.6.4 Properties and states of matter 2.6.5 Temperature and Heat 2.6.6 Vibrations and waves 2.6.7 Sound 2.6.8 Light and Optical Instruments 2.6.9 Electricity and Magnetism 2.6.10 Earth and the Solar System 2.6.11 Physics Practical	Basic Concepts of Physics
		2.6.12 Characteristics of Living Organisms 2.6.13 Biodiversity 2.6.14 Anatomy and physiology of living organisms (humans, animals and plants), including diseases and their transmission 2.6.15 Ecology 2.6.16 Contemporary issues in the life cycle 2.6.17 Biotechnology 2.6.18 Biology Practical	Basic Concepts of Biology

2.6 Curriculum content in primary schools: Science	2.6.1 Measurement, quantities and units 2.6.2 Force and motion 2.6.3 Work, simple machines and energy 2.6.4 Properties and states of matter 2.6.5 Temperature and heat 2.6.6 Vibrations and waves 2.6.7 Sound 2.6.8 Light and Optical Instruments 2.6.9 Electricity and Magnetism 2.6.10 Earth and the Solar System 2.6.11 Physics Practical 2.6.12 Characteristics of living things 2.6.13 Biodiversity 2.6.14 Anatomy and physiology of living organisms (humans, animals and plants), including diseases and their transmission 2.6.15 Ecology 2.6.16 Contemporary issues in the life sciences 2.6.17 Biotechnology 2.6.18 Biology Practical 2.6.19 Development and Basic Concepts of Environmental Education 2.6.20 The Relationship Between Humans and the Environment 2.6.21 Environmental Problems and Their Solutions 2.6.22 Natural Resources 2.6.23 Renewable Energy Projects 2.6.24 Environmental Ethics and Health 2.6.25 The Impact of Human Behaviour on Nature & Globalisation 2.6.27 Water, Air and Soil Pollution	2.6.19 Development and Basic Concepts of Environmental Education 2.6.20 Human-Environment Relations 2.6.21 Environmental Issues and Their Solutions 2.6.22 Natural Resources 2.6.23 Renewable Energy Projects 2.6.24 Environmental Ethics and Health 2.6.25 The Impact of Human Behaviour on Nature & Globalisation 2.6.27 Water, Air and Soil Pollution 2.6.28 Waste & Waste Management 2.6.29 Recycling Projects	Environmental Education
	2.6.14 Anatomy and physiology of living organisms (humans, animals and plants), including diseases and their transmission 2.6.15 Ecology 2.6.16 Contemporary issues in the life sciences 2.6.17 Biotechnology 2.6.18 Biology Practical 2.6.19 Development and Basic Concepts of Environmental Education 2.6.20 The Relationship Between Humans and the Environment 2.6.21 Environmental Problems and Their Solutions 2.6.22 Natural Resources 2.6.23 Renewable Energy Projects 2.6.24 Environmental Ethics and Health 2.6.25 The Impact of Human Behaviour on Nature & Globalisation 2.6.27 Water, Air and Soil Pollution	2.6.30 Introduction to Science, Technology and Society 2.6.31 The Role of Science and Technology in Society 2.6.32 The Development of the Scientific and Technological Revolution 2.6.34 Science and technology education in primary schools 2.6.35 Science and technology literacy in primary schools 2.6.36 Science, Technology and Society Projects	Science and Technology
	2.6.21 Environmental Problems and Their Solutions 2.6.22 Natural Resources 2.6.23 Renewable Energy Projects 2.6.24 Environmental Ethics and Health 2.6.25 The Impact of Human Behaviour on Nature & Globalisation 2.6.27 Water, Air and Soil Pollution	2.6.37 The Concept and Nature of Laboratories 2.6.38 Laboratory management 2.6.39 Professionalism in laboratory management 2.6.40 Laboratory administration and management 2.6.41 Rules and regulations, drafting of laboratory SOPs 2.6.42 Laboratory safety	Laboratory Management

	<p>2.6.28 Pollution from Waste and Wastewater Management  2.6.29 Recycling Projects  2.6.30 Introduction to Science, Technology and Society  2.6.31 The Role of Science and Technology in Society  2.6.32 The Development of the Industrial Revolution</p>	<p>procedures  2.6.43 Laboratory inventory and management practicals</p>	
	<p>2.6.34 Science and Technology Education in Primary Schools  2.6.35 Science and Technology Literacy  2.6.36 Science, Technology and Society Projects  2.6.37 The Concept and Nature of Laboratories  2.6.38 Laboratory management  2.6.39 Professionalism in laboratory management  2.6.40 Laboratory administration and management</p>	<p>2.7.1 Time and Change  2.7.2 Periodisation  2.7.3 Chronology  2.7.4 Resource scarcity  2.7.5 Supply and demand  2.7.6 History, Functions, and Types of Money  2.7.7 Economic activities  2.7.8 Cooperatives  2.7.9 Natural features  2.7.10 administrative regions  2.7.11 social issues  2.7.12 ASEAN  2.7.13 globalisation  2.7.14 political parties</p>	<p>Basic Concepts of Social Studies</p>
	<p>2.6.41 Rules and regulations, drafting of laboratory SOPs  2.6.42 Laboratory safety procedures  2.6.43 Laboratory inventory and management practicals</p>	<p>2.8.1 Citizenship  2.8.2 State and Constitution  2.8.3 Democracy  2.8.4 Pancasila as a Foundation and Ideology  2.8.5 Human Rights  2.8.6 System of Government  2.8.7 Globalisation and National Challenges</p>	<p>Basic Concepts of Civic Education</p>

2.7 Curriculum content in primary schools: Social Studies	2.7.1 Time and Change 2.7.2 Periodisation 2.7.3 Chronology 2.7.4 Scarcity of resources 2.7.5 Supply and demand 2.7.6 History, Functions, and Types of Money 2.7.7 Economic activities 2.7.8 Cooperatives 2.7.9 Natural features 2.7.10 administrative regions 2.7.11 social issues 2.7.12 ASEAN 2.7.13 globalisation 2.7.14 political parties	2.9.1 The concept of language, the history of language, language varieties, and language acquisition 2.9.2 Linguistics and its applications 2.9.3 Concepts of Indonesian literature and its genres	Basic Concepts of Indonesian Language and Literature
2.8 Curriculum content in primary schools: Civic Education	2.8.1 Citizenship 2.8.2 The State and the Constitution 2.8.3 Democracy 2.8.4 Pancasila as the Foundation and Ideology 2.8.5 Human Rights 2.8.6 System of Government 2.8.7 Globalisation and National Challenges	2.9.4 The Urgency of Proficiency in the Indonesian Language and Literature 2.9.5 Listening Skills and Their Application 2.9.6 Speaking Skills and their application 2.9.7 Reading Skills and their application 2.9.8 Writing Skills and their application 2.9.9 Literacy and appreciation	Indonesian Language Skills in Primary School
2.9 Curriculum content in primary school: Indonesian	2.9.1 Language concepts, language history, language varieties, and language acquisition 2.9.2 Linguistics and its application 2.9.3 Concepts of children's literature and its genres 2.9.4 The Importance of Indonesian Language and Literary Skills	2.9.10 The concept of children's literary appreciation 2.9.11 Approaches to children's literary appreciation 2.9.12 Receptive and productive appreciation of poetry 2.9.14 Receptive and productive appreciation of drama	Children's Literary Appreciation

	<p>2.9.5 Listening skills and their practice  2.9.6 Speaking skills and their practice  2.9.7 Reading skills and their practice  2.9.8 Writing skills and their practice  2.9.9 Literacy  2.9.10 The concept of children’s literary appreciation  2.9.11 Approaches to children’s literary appreciation  2.9.12 Receptive and productive appreciation of poetry  2.9.13 Receptive and productive appreciation of prose  2.9.14 Receptive and productive appreciation of drama</p>	<p>2.9.15 Identifying the legal basis for the teaching of regional languages in primary schools  2.9.16 Issues relating to regional language materials (unggah-ungguh, tembang dolanan, tembang macapat, Javanese script, wayang)  2.9.17 Teaching materials for regional languages in primary schools  2.9.18 Practices in regional language learning in primary schools</p>	<p>Regional Language Education</p>
		<p>2.10.1 Concepts and Philosophy of Physical Education in Primary Schools  2.10.2 Physical and Motor Development of Primary School-Age Children and Forms of Physical Activity and Games in Primary Schools  2.10.3 Methods, Strategies and Planning for Physical Education in Primary Schools  2.10.4 Physical Fitness and Nutrition Guidance for Primary School Children  2.10.5 Safety and Injury Prevention in Physical Education  2.10.6 Evaluation and Assessment in Physical Education</p>	<p>Sports Education in Primary Schools</p>
		<p>2.11.1 Dance  2.11.7 Appreciation, Expression and Creation in Dance  11.1.1 Aspects of Performing Arts  11.1.2 Directing  11.2.2 Performance Props  11.3.1 Make-up  11.3.2 Hair Styling</p>	<p>Dance and Drama Education</p>

<p>2.10 Curriculum content in primary schools: Physical Education</p>	<p>2.10.1 Concepts and Philosophy of Physical Education in Primary Schools  2.10.2 Physical and Motor Development of Primary School-Age Children and Forms of Physical Activity and Games in Primary Schools  2.10.3 Methods, Strategies and Lesson Planning for Physical Education in Primary Schools  2.10.4 Physical Fitness and Nutrition Guidance for Primary School Children  2.10.5 Safety and Injury Prevention in Physical Education  2.10.6 Evaluation and Assessment in Physical Education</p>	<p>2.11.2 Visual Arts  2.11.8 Appreciation, Expression and Creation in Visual Arts  11.1.3 Performance Requirements  11.2.1 Lighting Techniques  11.2.2 Performance Props  11.3.3 Costume Design  11.5.1 Performance Budget Plan</p>	<p>Art Education</p>
<p>2.11 Curriculum content in primary schools: Art</p>	<p>2.11.1 Dance  2.11.2 Visual Arts  2.11.3 Music  2.11.4 Dance for Primary School Children  2.11.5 Visual Arts for Primary School Children  2.11.6 Music for Primary School Children  2.11.7 Appreciation, Expression, and Creation in Dance  2.11.8 Appreciation, Expression, and Creation in Visual Arts  2.11.9 Appreciation, Expression, and Creation in Music</p>	<p>2.11.3 Music  2.11.9 Appreciation, Expression, and Creation in Music  11.1.1 Performance Aspects  11.1.3 Performance Requirements  11.4.1 Time, Venue, and Duration of Performances  11.4.2 Promotion Strategies  11.5.1 Performance Budget Plan</p> <p>2.12. The two key aspects of problem-solving in learning  2.12.3 The Importance of Problem Solving in Primary Schools  2.12.4 Procedures for problem-solving</p>	<p>Music Education</p> <p>Foundations and Development of the Primary School Curriculum</p>

		<p>2.13.1 Definition, role, function of the curriculum and curriculum organisation</p> <p>2.13.2 Foundations of the curriculum</p> <p>2.13.3 Components of the curriculum</p> <p>2.13.4 Characteristics of the Primary School Curriculum</p> <p>2.13.5 Dimensions of the curriculum</p> <p>2.13.6 Character Education Content in the Curriculum</p> <p>2.13.7 Supervision and Evaluation</p> <p>Implementation of the Primary School Curriculum.</p> <p>3.7.1 Theoretical Concepts of Education, learning, assessment, and teaching technology by engaging in reflective practice through the analysis and development of the learning curriculum.</p> <p>3.7.2 Curriculum planning</p> <p>3.7.3 Factors in Curriculum Development</p> <p>3.7.4 Comparison and challenges in curriculum implementation</p> <p>3.7.5 Development of supervision and evaluation of primary school curriculum implementation.</p>	
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2.12 The Concept of Problem Solving in Primary Schools	2.12.1 Definition of Learning Problems 2.12.2 The Nature of Learning Problem-Solving 2.12.3 The Importance of Problem Solving in Primary Schools 2.12.4 Procedures for problem-solving	3.1.1 The Concept of Learning 3.1.2 Objectives and Functions of Learning Planning 3.1.3 Components of learning 3.1.4 Formulation of learning objectives 3.1.5 Approaches, models, methods and techniques in learning 3.1.6 Designing learning steps	Learning Planning
2.13 Primary School Curriculum	2.13.1 Definition, role, function and organisation of the curriculum 2.13.2 Foundations of the curriculum 2.13.3 Components of the curriculum 2.13.4 Characteristics of the Primary School Curriculum 2.13.5 Dimensions of the Curriculum 2.13.6 Character Education Content in the Curriculum 2.13.7 Supervision and Evaluation Implementation of the Primary School Curriculum.	3.1.7 Development of teaching materials and resources 3.1.8 Development of assessment instruments 3.1.9 Designing teaching modules/lesson plans 3.2.1 Skills in opening and closing lessons 3.2.2 Skills in explaining 3.2.3 Questioning skills 3.2.4 Skills in introducing variety 3.2.5 Skills in facilitating discussions 3.2.6 Skills in providing reinforcement 3.2.7 Skills in teaching small groups and individuals	
3.1 Lesson planning	3.1.1 Concepts of learning 3.1.2 Objectives and functions of lesson planning 3.1.3 Components of learning 3.1.4 Formulation of learning objectives 3.1.5 Approaches, models, methods and techniques in learning 3.1.6 Designing learning steps 3.1.7 Development of teaching materials and resources 3.1.8 Development of assessment instruments	3.2.8 Classroom management skills 3.9.1 Concepts of learning strategies 3.9.2 Basic principles of learning strategies 3.9.3 Objectives of learning strategies 3.9.4 Concepts and implementation of learning management	

	3.1.9 Designing teaching modules/lesson plans		
3.2 Basic teaching skills	3.2.1 Skills for opening and closing a lesson 3.2.2 Skills in explaining 3.2.3 Questioning skills 3.2.4 Skills in introducing variety 3.2.5 Skills in facilitating discussions 3.2.6 Skills in providing reinforcement 3.2.7 Skills in teaching small groups and individuals 3.2.8 Classroom management skills		
3.3 Educational Psychology	3.3.1 Definition of educational psychology and the scope of educational psychology 3.3.2 The aims and uses of educational psychology 3.3.3 Characteristics of child development and their application in learning 3.3.4 Theories of development from a cognitive and social environmental perspective 3.3.5 The Concept of the	2.4.1 The concept of assessment 2.4.2 Functions of assessment 2.4.3 Assessment methods 2.4.4 Assessment instruments 2.4.5 Interpretation of assessment results 2.4.6 Assessment Reports 3.5.1. Basic Concepts of Measurement, Assessment and Evaluation 3.5.2. Objectives and	Learning Evaluation

	<p>Relationship between Learning and Motivation</p> <p>3.3.6 The Social Brain and Information Processing</p> <p>3.3.7 Social and Emotional Learning (SEL)</p> <p>3.3.8 Characteristics of learners from physical, psychological, social, and cultural perspectives for the purposes of learning</p> <p>3.3.9 Educational services tailored to learners' characteristics</p>	<p>Functions of Evaluation</p> <p>3.6.2 Competency Achievement Indicators</p> <p>3.5.3. Assessment Methods and Evaluation Procedures</p> <p>3.5.4. Types of Learning Evaluation</p> <p>3.5.6. Assessment Instruments: Specifications, Marking Schemes, Assessment Rubrics and Criteria</p> <p>3.5.7. Development of learning evaluation instruments</p> <p>6.6 Analysis of Assessment Instruments (Validity, reliability, discriminant power and level of difficulty)</p> <p>3.6.7 Interpretation of Assessment Results</p> <p>3.5.8. Reporting of evaluation results</p>	
3.4 Theories of learning and teaching	<p>3.4.1 Definition of Learning</p> <p>3.4.2 Factors Influencing Learning</p> <p>3.4.3 Behaviourist Learning Theory</p> <p>3.4.4 Cognitive Learning Theory</p> <p>3.4.5 Constructivist Learning Theory</p> <p>3.4.6 Humanistic Learning Theory</p> <p>3.4.7 Implementation of learning theories in teaching</p> <p>3.4.8 Learning theories and teaching approaches, models, and teaching materials</p> <p>3.4.9 Learning theories and teaching approaches and models, teaching materials, and assessment for learning</p>		
3.5 Evaluation of learning	<p>3.5.1. Basic Concepts of Assessment and Evaluation</p> <p>3.5.2. Objectives and Functions of Evaluation</p> <p>3.5.3. Evaluation Procedures</p> <p>3.5.4. Types of Learning Evaluation</p> <p>3.5.5. Validity, reliability, discriminative power and level of difficulty</p> <p>3.5.6. Instruments: marking schemes, weighting of marks, assessment rubrics,</p>	<p>2.12. The two key aspects of problem-solving in learning</p> <p>2.12.3 The Importance of Problem Solving in Primary Schools</p> <p>2.12.4 Procedures for problem-solving</p> <p>2.13.1 Definition, role, function of the curriculum and curriculum organisation</p> <p>2.13.2 Foundations of the curriculum</p>	<p>Foundations and Development of the Primary School Curriculum</p>

	<p>3.5.7. Development of learning assessment instruments</p> <p>3.5.8. Reporting of learning outcomes</p>	<p>2.13.3 Components of the curriculum</p> <p>2.13.4 Characteristics of the Primary School Curriculum</p> <p>2.13.5 Dimensions of the curriculum</p> <p>2.13.6 Character Education Content in the Curriculum</p> <p>2.13.7 Supervision and Evaluation</p> <p>Implementation of the Primary School Curriculum.</p> <p>3.7.1 Theoretical Concepts of Education, learning, assessment, and teaching technology by engaging in reflective practice through the analysis and development of the learning curriculum.</p> <p>3.7.2 Curriculum planning</p> <p>3.7.3 Factors in Curriculum Development</p> <p>3.7.4 Comparison and challenges in curriculum implementation</p> <p>3.7.5 Development of supervision and evaluation of primary school curriculum implementation.</p>	
3.6 Learning Assessment	<p>3.6.1 The Nature of Assessment</p> <p>3.6.2 Competency Achievement Indicators</p> <p>3.6.3 Types of Assessment</p> <p>3.6.4 Assessment Criteria (Cognitive, affective and psychomotor)</p> <p>3.6.5 Assessment Methods</p> <p>3.6.6 Analysis of Assessment Instruments</p> <p>3.6.7 Analysis and Interpretation of Assessment Results</p> <p>3.6.8 Assessment Reporting</p>	<p>3.8.1 Concepts and Characteristics of Learning Models</p> <p>3.8.2 PBL</p> <p>3.8.3 PjBL</p> <p>3.8.4 CTL</p> <p>3.8.5 Inquiry</p> <p>3.8.6 Cooperative learning</p> <p>3.8.7 Quantum Teaching</p>	Lesson Planning
3.7 Curriculum	3.7.1 Theoretical concepts	3.9.1 Concepts of learning	Learning

Development	of education, learning, assessment, and teaching technology by engaging in reflective practice through the analysis and development of the learning curriculum. 3.7.2 Curriculum planning 3.7.3 Factors in Curriculum Development 3.7.4 Comparison and challenges in curriculum implementation 3.7.5 Development of supervision and evaluation of the primary school curriculum.	strategies 3.9.2 Basic principles of learning strategies 3.9.3 Objectives of learning strategies 3.9.4 Concepts and implementation of learning management	Planning
3.8 Learning Models	3.8.1 Concepts and Characteristics of Learning Models 3.8.2 PBL 3.8.3 PjBL 3.8.4 CTL 3.8.5 Inquiry 3.8.6 Cooperative learning 3.8.7 Quantum Teaching	3.10.1 The concept of integrated learning 3.10.2 Principles of integrated learning 3.10.3 Fragmented, connected, webbed, and integrated models	Lesson Planning
3.9 Learning Strategies and Management	3.9.1 Concepts of learning strategies 3.9.2 Basic principles of learning strategies 3.9.3 Objectives of learning strategies 3.9.4 Concepts and Implementation of Learning Management	3.11.1 The Nature of Social Studies 3.11.2 Principles of Social Studies Learning in Primary Schools 3.11.3 Analysis of Learning Outcomes and Formulation of Learning Objectives 3.11.4 Social Studies Teaching Models in Primary Schools 3.11.5 Social Studies Teaching Materials in Primary Schools 3.11.6 Development of Teaching Materials 3.11.7 Assessment of Social Studies Learning Outcomes 3.11.8 Development of Teaching Modules 3.11.9 Peer Teaching	Social Studies Teaching in Primary Schools

		Practice in Social Studies at Primary School	
3.10 Integrated Learning	3.10.1 The Concept of Integrated Learning 3.10.2 Principles of Integrated Learning 3.10.3 Fragmented, Connected, Webbed, and Integrated Models	3.12.1 The Nature of Primary School Science Education 3.12.2 Functions and Objectives of Primary School Science Education 3.12.3 Development of Primary School Science Teaching Materials 3.12.4 Development of Primary School Science Learning Media 3.12.5 Development of assessment in primary school science education 3.12.6 Science process skills in primary school science education 3.12.7 Simulations of Science Teaching Practice in Primary Schools in Phases A, B, and C	Primary School Science Education
3.11 Social Studies Teaching in Primary Schools	3.11.1 The Nature of Social Studies 3.11.2 Principles of Social Studies Teaching in Primary Schools 3.11.3 Analysis of Learning Outcomes and Formulation of Learning Objectives 3.11.4 Social Studies Teaching Models in Primary Schools 3.11.5 Social Studies Teaching Materials in Primary Schools 3.11.6 Development of Teaching Materials 3.11.7 Assessment of Social Studies Learning Outcomes 3.11.8 Development of Teaching Modules 3.11.9 Peer Teaching Practice in Social Studies at Primary School	3.13.1 The Nature of Mathematics and the Nature of Mathematics Learning 3.13.2 Innovative Approaches, Models, and Methods in Primary School Mathematics Teaching 3.13.3 Primary School Mathematics Learning Resources (Teaching Modules, Teaching Materials, Mathematics Media/Aids, Worksheets, Assessment Instruments) 3.13.4 Teaching practice in primary school mathematics	Primary School Social Studies

<p>3.12 Primary School Science Teaching</p>	<p>3.12.1 The nature of primary school science education  3.12.2 Functions and objectives of primary school science teaching  3.12.3 Development of Primary School Science Teaching Materials  3.12.4 Development of Primary School Science Teaching Aids  3.12.5 Development of assessment in primary school science education  3.12.6 Science process skills in primary school science education  3.12.7 Simulations of Science Teaching Practice in Primary Schools in Phases A, B, and C</p>	<p>3.13.1 The nature of mathematics and the nature of mathematics learning  2.5.5 Problem-solving learning  3.13.2 Innovative approaches, models and methods in primary school mathematics education  3.13.3 Primary school mathematics learning resources (teaching modules, teaching materials, mathematical media/aids, worksheets, assessment instruments)  3.13.4 Teaching practice in primary school mathematics</p>	<p>Primary School Mathematics Teaching</p>
<p>3.13 Primary School Mathematics Teaching</p>	<p>3.13.1 The nature of mathematics and the nature of mathematics teaching  3.13.2. Innovative approaches, models, and methods in primary school mathematics teaching  3.13.3 Primary School Mathematics Teaching Resources (Teaching Modules, Teaching Materials, Mathematical Aids/Manipulatives, Worksheets, Assessment Instruments)  3.13.4 Teaching practice in primary school mathematics</p>	<p>3.14.1 The Nature of Primary School Civic Education  3.14.2 Approaches, models, and methods of learning, innovative learning media  3.14.3 Primary School Civic Education Learning Materials (Teaching Modules)  3.14.4 Primary School Civic Education Learning Materials (Teaching Materials)  3.14.5 Civic Education learning resources (Media/visual aids and Indonesian Language worksheets in primary schools)  3.14.6 Primary School Civic Education Learning Materials (Assessment instruments covering: knowledge, attitudes and skills)  3.14.7 Simulations of Civic</p>	<p>Civics Education in Primary Schools</p>

		Education teaching practice in primary schools during phases A, B and C	
3.14 Civic Education (PKN) in Primary Schools	<p>3.14.1 The Nature of Civic Education in Primary Schools</p> <p>3.14.2 Approaches, models and teaching methods, innovative teaching materials</p> <p>3.14.3 Primary School Civic Education Learning Materials (Teaching Modules)</p> <p>3.14.4 Primary School Civic Education Learning Materials (Teaching Materials)</p> <p>3.14.5 Civic Education learning resources (Media/visual aids and Indonesian Language worksheets in primary schools)</p> <p>3.14.6 Primary School Civic Education Learning Materials (Assessment instruments covering: knowledge, attitudes and skills)</p> <p>3.14.7 Simulations of Civic Education teaching practice in primary schools during phases A, B and C</p>	<p>3.15.1 The Nature of the Indonesian Language, Indonesian Language Education and the Primary School Indonesian Language Curriculum</p> <p>3.15.2 Approaches, models and teaching methods, innovative teaching materials</p> <p>3.15.3 Indonesian Language teaching materials for primary schools (Teaching Modules)</p> <p>3.15.4 Indonesian Language learning resources for primary schools (Teaching Materials)</p> <p>3.15.5 Indonesian Language learning resources for primary schools (Media/visual aids and Indonesian Language worksheets in primary schools)</p> <p>3.15.6 Indonesian Language Learning Materials for Primary Schools (Assessment instruments covering: knowledge, attitudes and skills)</p> <p>3.15.7 Simulations of Indonesian language</p>	Indonesian Language Learning in Primary Schools
3.15 Indonesian Language Learning in Primary Schools	3.15.1 The Nature of the Indonesian Language, Indonesian Language Education and the Indonesian Language		

	<p>Curriculum for Primary Schools</p> <p>3.15.2 Approaches, models and teaching methods, innovative teaching materials</p> <p>3.15.3 Indonesian Language Teaching Materials for Primary Schools (Teaching Modules)</p> <p>3.15.4 Indonesian Language Teaching Materials for Primary Schools (Teaching Materials)</p> <p>3.15.5 Indonesian Language Learning Materials for Primary Schools (Media/visual aids and Indonesian Language Worksheets in Primary Schools)</p> <p>3.15.6 Indonesian Language Learning Materials for Primary Schools (Assessment instruments covering: knowledge, attitudes and skills)</p> <p>3.15.7 Simulations of Indonesian language teaching practice in primary schools during phases A, B and C</p>	<p>teaching practice in primary schools during phases A, B and C</p>	
<p>3.16 Primary School IPAS Learning</p>	<p>3.16.1 The Nature of IPAS in Primary Schools</p> <p>3.16.2 Approaches, models and teaching methods, innovative teaching materials</p> <p>3.16.3 IPAS teaching materials (Teaching Modules)</p> <p>3.16.4 IPAS learning resources (Teaching Materials)</p> <p>3.16.5 IPAS learning resources (Media/visual aids and IPAS worksheets in primary schools)</p>	<p>2.11.4 Dance for Primary School Children</p> <p>2.11.5 Visual Arts for Primary School Children</p> <p>2.11.6 Music for Primary School Children</p> <p>3.17.4 Dance Education in Primary Schools</p> <p>3.17.5 Visual Arts Education in Primary Schools</p> <p>3.17.6 Music Education in Primary Schools</p>	<p>Arts and Culture Education</p>

	3.16.6 IPAS learning resources (Assessment instruments covering: knowledge, attitudes and skills) 3.16.7 IPAS teaching practice simulation		
3.17 Arts Education in Primary Schools	3.17.1 Dance Education 3.17.2 Visual Arts Education 3.17.3 Music Education 3.17.4 Dance Education in Primary Schools 3.17.5 Visual Arts Education in Primary Schools 3.17.6 Music Education in Primary Schools	3.18.1 The nature of physical education and the objectives of physical education in primary schools 3.18.2 Physical education equipment and facilities in primary schools 3.18.3 Characteristics of children of primary school age 3.18.4 Design of learning activities in primary schools 3.18.5 Design of learning activities in primary schools for children with special needs	Physical Education in Primary Schools
3.18 Physical Education, Health and Recreation in Primary Schools	3.18.1 The nature of outdoor activities and recreation in primary schools 3.18.2 Equipment and facilities for outdoor activities and recreation in primary schools 3.18.3 Characteristics of outdoor activities in primary schools 3.18.4 Design of outdoor activities and recreation in primary schools 3.18.5 Design of outdoor activities and recreation in primary schools for children with special needs	3.20.1 A review of STEAM components based on theory and research findings 3.20.2 Examples of STEAM projects 3.20.3 STEAM project ideas based on the identification of community issues 3.20.4 Designing STEAM projects in the community (design, implementation, and evaluation) 3.20.5 Designing STEAM projects in primary school learning (design, implementation, and evaluation) 3.20.5 Draft article on the application of STEAM in learning	STEAM Education in Primary Schools
3.19 STEAM	3.19.1 Review of STEAM component concepts based on theory and research	3.20.1 English for primary school pupils 3.20.2 English language	English Language Learning in Primary Schools

	<p>findings</p> <p>3.19.2 Examples of STEAM projects</p> <p>3.19.3 STEAM project ideas based on the identification of community issues</p> <p>3.19.4 Designing STEAM projects in the community (design, implementation, and evaluation)</p> <p>3.19.5 Designing STEAM projects in primary school education (design, implementation, and evaluation)</p> <p>3.19.6 Review of articles on the application of STEAM in learning</p>	<p>skills (reading, writing, listening, speaking)</p> <p>3.20.3 Linguistic elements (phonology, morphology, syntax, semantics)</p> <p>3.20.4 Vocabulary, grammar, and language functions</p> <p>3.20.5 Development of English teaching materials</p> <p>3.20.6 Development of English learning media</p> <p>3.20.7 Teaching English in Primary Schools</p>	
3.20 English for Primary Schools	<p>3.20.1 English for Primary School Pupils</p> <p>3.20.2 English language skills (reading, writing, listening, speaking)</p> <p>3.20.3 Linguistic elements (phonology, morphology, syntax, semantics)</p> <p>3.20.4 Vocabulary, grammar and language functions</p> <p>3.20.5 Development of English teaching materials</p> <p>3.20.6 Development of English learning media</p> <p>3.20.7 Teaching English in Primary Schools</p>	<p>4.2.1. The nature of research methodology</p> <p>4.2.2. Types of research</p> <p>4.2.3. Research Methods</p> <p>4.2.4. Research data and data sources</p> <p>4.2.5 Research Population and Sample</p> <p>4.2.6 Research Hypotheses</p> <p>4.3.1. The Nature of Research</p> <p>4.3.2 Research Code of Ethics</p> <p>4.3.3 Research Design</p> <p>4.3.5 Reporting Research Findings</p> <p>2.12.1 Definition of</p>	Research Methodology

4.1 Primary School Educational Research	4.2.1 The Nature of Educational Research 4.2.2 Ethics in Educational Research 4.2.6 Action Research in Primary Schools 4.2.5 Stages of Action Research 4.2.7 Reporting on Action Research	learning problems 2.12.2 The nature of learning problem-solving 2.12.3 The importance of problem-solving in primary schools 2.12.4 Procedures for problem-solving 7.3.1 The Nature and Characteristics of PTK 7.3.2 Objectives and Benefits of PTK for Teachers and Pupils 7.3.3 Steps in Action Research 7.3.4 Techniques for Data Collection and Analysis in PTK 7.3.5 PTK Reporting and Publication 4.2.1 The Nature of Educational Research 4.2.2 Ethics in Educational Research 4.2.6 Action Research in Primary Schools 4.2.5 Stages of Action Research 4.2.7 PTK Reporting	
4.2 Research Methodology	4.2.1 The Nature of Research Methodology 4.2.2. Types of research 4.2.3. Research Methods 4.2.4. Research data and data sources 4.2.5 Research Population and Sample 4.2.6 Research Hypotheses	4.4.1 Basic Concepts of Statistics 4.4.2 Concepts of Population, Sample and Sampling Techniques 4.4.3 Statistical Hypotheses 4.3.4 Research Data Analysis 4.4.4 Assumption Tests 4.4.5 Correlation Analysis 4.4.6 Regression Analysis 4.4.7 Analysis of Differences	Research Statistics

4.3 Research Design and Data Analysis	4.3.1. The nature of research 4.3.2 Research ethics 4.3.3 Research Design 4.3.4 Analysis of Research Data 4.3.5 Reporting Research Findings	5.1.1 Introduction to the 6C Skills 5.1.2 Case Studies on the Implementation of the 6Cs 5.1.3 Concepts of Critical Thinking, Communication, Collaboration, Creativity, Citizenship and Culture, Character, Compassion 5.1.4 Implementation of the 6C Skills in the Learning Process 5.1.5 Assessment of the 6C Skills	Exploratory Study
4.4 Educational Statistics	4.4.1 Basic Concepts of Statistics 4.4.2 Concepts of Population, Sample and Sampling Techniques 4.4.3 Statistical Hypotheses 4.4.4 Assumption Tests 4.4.5 Correlation Analysis 4.4.6 Regression Analysis 4.4.7 Analysis of Differences	5.2.1 Introduction to Computational Thinking 5.2.2 Elements of Computational Thinking 5.2.2 Application of Computational Thinking in Primary School Learning 5.2.2 Basic Programming for Primary Schools 5.2.2 Development of Teachers' Computational Thinking 5.3.1. The Concept of Critical Thinking 5.3.2 Characteristics of Critical Thinking 5.3.3. Implementation and indicators of critical thinking in learning	Coding Education for Primary Schools
5.1 The 6C Skills (critical thinking, communication, collaboration, creativity, citizenship/culture, character/compassion)	5.1.1 Introduction to the 6C Skills 5.1.2 Case Studies on the Implementation of the 6C Skills 5.1.3 Concepts of Critical Thinking, Communication,	5.4.1 History of Special Needs Education 5.4.2 Definition, Causes and Types of Children with Special Needs 5.4.3 Characteristics and Needs of Visually Impaired	Inclusive Education

	<p>Collaboration, Creativity, Citizenship and Culture, Character, Compassion</p> <p>5.1.4 Implementation of the 6C Skills in Learning</p> <p>5.1.5 Community Empowerment</p> <p>5.1.6 Assessment of 6C Skills</p> <p>5.1.7 Inclusive and Exclusive Leadership</p> <p>5.1.8 Non-Formal Education</p>	<p>Children</p> <p>5.4.4 Characteristics and Needs of Deaf Children</p> <p>5.4.5 Characteristics and Needs of Children with Speech Impairments</p> <p>5.4.6 Characteristics and Needs of Children with Intellectual Disabilities</p> <p>5.4.7 Characteristics and Needs of Children with Learning Difficulties</p> <p>5.4.8 Characteristics and Needs of Children with Physical Disabilities</p> <p>5.4.9 Characteristics and Needs of Gifted Children</p> <p>5.6.1 Concepts, Basic Principles and Policies of Inclusive Education</p> <p>5.6.2 Services in Inclusive Education</p> <p>5.6.3 Identification and Assessment of the Needs of Children with Special Educational Needs</p> <p>5.6.4 Differentiated Teaching for Children with Special Educational Needs (modification of methods, curriculum, and media)</p> <p>5.6.5 Collaboration with Teachers, Parents and Support Staff</p> <p>5.6.6 Management of Inclusive Classrooms</p>	
5.2 Computational thinking	<p>5.2.1 Introduction to Computational Thinking</p> <p>5.2.2 Elements of Computational Thinking</p> <p>5.2.3 Application of Computational Thinking in Primary School Learning</p> <p>5.2.4 Basic Programming for Primary Schools</p> <p>5.2.6 Developing Teachers' Computational Thinking</p> <p>5.2.7 Design Thinking</p>	<p>5.5.1. Social and Emotional Development</p> <p>5.5.2. Development of Learning Skills</p> <p>5.5.3. Character and Moral Development</p> <p>5.5.4. Mental and Physical Health</p> <p>5.5.5. Understanding and objectives of guidance and counselling services</p> <p>5.5.6. Principles of Guidance and Counselling Services</p> <p>5.5.7. Guidance and</p>	Primary School Guidance and Counselling

		<p>counselling procedures</p> <p>5.5.8. The profession of guidance and counselling teachers in primary schools</p> <p>3.3.1 Definition of educational psychology and the scope of educational psychology</p> <p>3.3.2 Objectives and uses of educational psychology</p> <p>3.3.3 Characteristics of child development and their application in learning</p> <p>3.3.4 Theories of development from a cognitive and social environmental perspective</p> <p>3.3.5 The Concept of the Relationship between Learning and Motivation</p> <p>3.3.6 The Social Brain and Information Processing</p> <p>3.3.7 Social and Emotional Learning (SEL)</p>	
5.3 Critical Thinking and PBL/CBL	<p>5.3.1. The concept of critical thinking</p> <p>5.3.2. Characteristics of critical thinking</p> <p>5.3.3. Implementation and indicators of critical thinking in learning</p> <p>5.3.4. The Concept of PBL/CBL</p> <p>5.3.5. PBL/CBL Framework</p> <p>5.5.6. Implementation of PBL in learning</p>	<p>6.1.1 The nature of learning innovation</p> <p>6.1.2 Principles of learning innovation</p> <p>6.1.3 Innovation in Learning Media and Technology</p> <p>6.1.4 Innovation in Assessment</p> <p>6.1.5 Innovation in Teaching Materials</p> <p>6.1.6 Processes and Stages of Learning Innovation</p> <p>6.1.7 Designing learning innovation in primary schools</p>	educational innovation
5.4 Children with Special Needs	<p>5.4.1 History of Education for Children with Special Needs</p> <p>5.4.2 Characteristics and Needs of Visually Impaired Children</p> <p>5.4.3 Characteristics and Needs of Deaf Children</p> <p>5.4.4 Characteristics and Needs of Children with Speech Impairments</p> <p>5.4.5 Characteristics and Needs of Children with Intellectual Disabilities</p>	<p>6.2.1 The Concept of Educational Innovation</p> <p>6.2.2 Characteristics of Educational Innovation</p> <p>6.2.3 Stages of educational strategy</p> <p>6.2.4 Strategies in educational innovation</p> <p>6.2.5 Implementation of educational innovation strategies</p>	

	<p>5.4.6 Characteristics and Needs of Children with Learning Difficulties</p> <p>5.4.7 Characteristics and Needs of Children with Physical Disabilities</p> <p>5.4.8 Characteristics and Needs of Gifted Children</p>	<p>8.2.1 Introduction to learning media and teaching materials</p> <p>8.2.2 Characteristics of effective learning media and teaching materials for primary schools</p> <p>8.2.3 Development of ICT-based learning media and teaching materials for primary schools</p> <p>8.2.4 Development of learning media based on the environment and local wisdom</p> <p>8.2.5 Principles of instructional material and learning media design</p> <p>8.2.6 Producing teaching materials and learning media</p>	
5.5 Guidance and Counselling in Primary Schools	<p>5.5.1 Social and Emotional Development</p> <p>5.5.2. Development of Learning Skills</p> <p>5.5.3. Character and Moral Development</p> <p>5.5.4. Mental and Physical Health</p> <p>5.5.5. Understanding and objectives of guidance and counselling services</p> <p>5.5.6. Principles of Guidance and Counselling Services</p> <p>5.5.7. Guidance and counselling procedures</p> <p>5.5.8. The profession of guidance and counselling teachers in primary schools</p>	<p>"6.3.1 An introduction to educational technology and ICT in learning</p> <p>6.3.2 Technological trends in education</p> <p>6.3.3 The application of technology in learning at primary schools</p> <p>6.3.4 Technology and online classroom management</p> <p>6.3.5 Evaluation of educational technology</p> <p>6.3.6 Ethics and responsibility in educational technology</p> <p>6.3.7 Education and technology policy</p> <p>7.1.1 The concept of</p>	ICT-Based Learning

5.6 Inclusive Education	<p>5.6.1 Concepts, Basic Principles and Policies of Inclusive Education</p> <p>5.6.2 Services in Inclusive Education</p> <p>5.6.3 Identification and Assessment of the Needs of Children with Special Educational Needs</p> <p>5.6.4 Differentiated Instruction for Children with Special Educational Needs (modification of methods, curriculum, and media)</p> <p>5.6.5 Collaboration with Teachers, Parents and Support Staff</p> <p>5.6.6 Inclusive Classroom Management</p>	<p>flipped learning</p> <p>7.1.2 Foundations of flipped learning</p> <p>7.1.3. The use of technology in the flipped learning model</p> <p>7.1.4 Instructional Design in the Flipped Learning Model</p> <p>7.1.5 Implementation of Flipped Learning</p> <p>8.1.1 Basic Concepts of Learning Technology</p> <p>8.1.2 The Use of Technology in Learning and Its Evaluation</p> <p>8.1.3 Online and blended learning</p> <p>8.1.4 Ethics of technology in learning</p>	
6.1 Learning Innovation	<p>6.1.1 The Nature of Learning Innovation</p> <p>6.1.2 Principles of learning innovation</p> <p>6.1.3 Innovation in Learning Media and Technology</p> <p>6.1.4 Innovation in Assessment</p> <p>6.1.5 Innovation in Teaching Materials</p> <p>6.1.6 Processes and Stages of Learning Innovation</p> <p>6.1.7 Designing learning innovation in primary schools</p> <p>6.1.8 Developing a learning environment that is safe, comfortable, enjoyable, challenging, and fosters pupils' creativity</p>	"	
6.2 Educational innovation	<p>6.2.1 The concept of educational innovation</p> <p>6.2.2 Characteristics of educational innovation</p> <p>6.2.3 Stages of educational strategy</p> <p>6.2.4 Strategies in educational innovation</p> <p>6.2.5 Implementation of Educational Innovation</p>	<p>7.2.1 Digital Literacy and Humanity, and the Relationship between Humans and Technology</p> <p>7.2.2 The Positive and Negative Impacts of Technology</p> <p>7.2.3 Basic concepts of the Internet of Things (IoT) and Big Data and their</p>	Digital Literacy and Humanity

	Strategies	applications in daily life	
6.3 Issues and Trends in Educational Technology/ICT in Learning	6.3.1 Introduction to educational technology and ICT in learning 6.3.2 Technological trends in education 6.3.3 The application of technology in learning at primary schools 6.3.4 Technology and online classroom management 6.3.5 Evaluation of educational technology 6.3.6 Ethics and responsibility in educational technology 6.3.7 Education and technology policy 6.3.8 The application of information and communication technology in lesson planning	7.2.4 Basic concepts of artificial intelligence (AI) and its applications in daily life 7.2.5 Basic concepts of e-commerce and its applications in daily life 7.2.6 The wise use of the internet 7.2.7 Legal regulations on electronic information and transactions, and the ITE Act	
7.1 Flipped Learning	7.1.1 The concept of flipped learning 7.1.2 Foundations of flipped learning 7.1.3. The use of technology in the flipped learning model 7.1.4 Instructional Design in the Flipped Learning Model 7.1.5. Implementation of Flipped Learning	8.3.1 Definition of a scientific paper 8.3.2 Types of academic writing and their characteristics 8.3.3 Drafting an Outline 8.3.4 Structure of Academic Writing 8.3.5 Writing Techniques and Style 8.3.6 Citation Techniques and Bibliography 8.3.7 Use of Reference Management Software 8.3.8 Publication of Academic Papers	Writing Academic Papers
7.2 Digital Literacy and Humanity	7.2.1 Digital Literacy and Humanity, and the Relationship between Humans and Technology 7.2.2 The positive and negative impacts of technology 7.2.3 Basic concepts of the Internet of Things (IoT) and Big Data, and their applications in daily life	5.2.7 Design Thinking 9.1.9 Business Model Canvas 9.1.10 Planning and Strategising 9.1.11 Business Planning & Feasibility Study 9.1.13 Communication & Negotiation Skills 9.1.12 Intention to become an entrepreneur	technology-based entrepreneurship

	<p>7.2.4 Basic concepts of artificial intelligence (AI) and its applications in daily life</p> <p>7.2.5 Basic concepts of e-commerce and its applications in daily life</p> <p>7.2.6 The wise use of the internet</p> <p>7.2.7 Legal regulations on electronic information and transactions, and the ITE Law</p> <p>7.2.8 Digital Literacy</p>	<p>9.2.18 Prototyping</p> <p>9.2.19 Marketing Plan and Channels</p>	
7.3 Classroom Action Research	<p>7.3.1 The Nature and Characteristics of Classroom Action Research</p> <p>7.3.2 Objectives and Benefits of Classroom Action Research for Teachers and Pupils</p> <p>7.3.3 Steps in Classroom Action Research</p> <p>7.3.4 Data Collection and Analysis Techniques in Classroom Action Research</p> <p>7.3.5 Classroom Action Research reporting and publication</p>		
7.4 Lesson study	<p>7.4.1 The Nature of Lesson Study</p> <p>7.4.2 Objectives of Lesson Study</p> <p>7.4.3 Stages of Lesson Study (plan, do, see)</p>	5.1.5 Community Empowerment	Community Service (KKN) Problem Solving in the Community
8.1 Learning Technology	<p>8.1.1 Basic Concepts of Learning Technology</p> <p>8.1.2 The Use of Technology in Learning and its Evaluation</p> <p>8.1.3 Online and blended learning</p> <p>8.1.4 Ethics of technology in learning</p>	<p>4.3.2 Research Code of Ethics</p> <p>4.3.3 Research Design</p> <p>4.3.4 Research Data Analysis</p> <p>4.3.5 Reporting Research Findings</p> <p>4.2.3 Research Methods</p> <p>4.2.4. Research Data and Data Sources</p> <p>8.3.3 Drafting the Outline</p> <p>8.3.4 Structure of</p>	Final Project

		<p>Academic Writing</p> <p>8.3.5 Writing Techniques and Style</p> <p>8.3.6 Citation Techniques and Bibliography</p> <p>8.3.7 Use of Reference Management Software</p> <p>8.3.8 Publication of academic papers</p>	
8.2 Learning Media and Teaching Materials for Primary Schools	<p>8.2.1 Introduction to learning media and teaching materials</p> <p>8.2.2 Characteristics of effective learning media and teaching materials for primary schools</p> <p>8.2.3 Development of ICT-based learning media and teaching materials for primary schools</p> <p>8.2.4 Development of Environment-Based and Local Wisdom-Based Learning Media</p> <p>8.2.5 Principles of instructional material and learning resource design</p> <p>8.2.6 Producing teaching materials and learning media</p> <p>8.2.7 Writing speech scripts in an educational context</p>	<p>10.1.1 Research into videography</p> <p>10.1.4 Videography Concept</p> <p>10.2.1 Videography project proposal</p> <p>10.3.1 Videography Workflow</p> <p>10.4.1 Assets based on the workflow in videography</p> <p>10.5.1 Videography Media</p>	Videography Learning Media
8.3 Writing Academic Papers	<p>8.3.1 Definition of a scientific paper</p> <p>8.3.2 Types of academic writing and their characteristics</p> <p>8.3.3 Drafting an Outline</p> <p>8.3.4 Structure of Scientific Writing</p> <p>8.3.5 Writing Techniques and Style</p> <p>8.3.6 Citation Techniques and Bibliography</p> <p>8.3.7 Use of Reference Management Software</p> <p>8.3.8 Publication of Academic Papers</p>	<p>10.1.2 Research on animation media</p> <p>10.1.5 Animation Concepts</p> <p>10.2.2 Animation Project Proposals</p> <p>10.3.2 Animation Workflow</p> <p>10.4.2 Assets based on the workflow in animation media</p> <p>10.5.2 Animation media</p>	Animation Learning Media

9.1 Technopreneurship	9.1.1 Introduction to Technopreneurs and Business 9.1.2 Identifying Opportunities and Generating Business Ideas 9.1.3 Business Feasibility and Effective Business Models 9.1.4 Technopreneur Marketing Management 9.1.5 The Structure of a Technopreneur Business Plan 9.1.6 Technopreneur Operational and Human Resources Management 9.1.7 Financial Management for Technopreneurs 9.1.8 Technopreneurship Product Exhibition 9.1.9 Business Model Canvas 9.1.10 Planning and Strategising 9.1.11 Business Planning & Feasibility Study 9.1.12 Intention to Become an Entrepreneur 9.1.13 Communication & Negotiation Skills	9.2.12 Introduction to Digital Marketing 9.2.13 Digital Consumer Behaviour 9.2.14 Digital Marketing Strategies 9.2.15 Search Engine Optimisation and Marketing 9.2.16 Social Media Marketing 9.2.17 Content Marketing and Digital Storytelling	Digital Marketing
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<p>9.2 Foundations of 6C Skills and Innovation</p>	<p>9.2.1 Introduction to Edupreneurship and Business  9.2.2 Identifying Opportunities and Generating Edupreneur Business Ideas  9.2.3 Business Feasibility and Effective Edupreneur Business Models  9.2.4 Edupreneur Marketing Management  9.2.5 Structure of an Edupreneur Business Plan  9.2.6 Operational and Human Resources Management for Edupreneurs  9.2.7 Financial Management for Edupreneurs  9.2.8 Edupreneur Product Exhibition  9.2.9 Definition of Content Production  9.2.10 The Importance of Content Quality Control  9.2.10 Quality Standards for Learning Content  9.2.11 The Role of Quality Control in Educational Innovation  9.2.12 Introduction to</p>	<p>6.2.4 Strategies for Educational Innovation  6.2.5 Implementation of Educational Innovation Strategies  10.1.3 Research on graphic media  10.1.6 Graphic design concepts  10.2.3 Graphic design project proposal  10.2.4 Content production project proposal  10.3.3 Graphic media workflow  10.3.4 Content production workflow  10.4.3 Assets based on the workflow for graphic media  10.4.4 Visual assets based on established workflow  10.4.5 Ethics in content production  10.5.3 Graphic media  10.5.4 Quality Control of Multimedia Components  10.5.5 Content Feasibility Testing  10.5.6 Practical sessions and final project  10.5.7 Communicative Presentation Scripts</p>	<p>Graphic Learning Media</p>
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	<p>Digital Marketing</p> <p>9.2.13 Digital Consumer Behaviour</p> <p>9.2.14 Digital Marketing Strategies</p> <p>9.2.15 Search Engine Optimisation and Marketing</p> <p>9.2.16 Social Media Marketing</p> <p>9.2.17 Content Marketing and Digital Storytelling</p> <p>9.2.18 Prototyping</p> <p>9.2.19 Marketing Plan and Channels</p> <p>9.2.20 Local Culture on Social Media</p> <p>9.2.21 Social Media in Education</p> <p>9.2.22 The Use of Social Media in Primary Schools</p> <p>9.2.23 Educational Content Based on Local Wisdom</p> <p>9.2.24 Creative Digital Learning</p> <p>9.2.25 Management of Educational Accounts</p> <p>9.2.26 Publication of School Content</p> <p>9.2.27 Analysis of the Impact and Feedback of Social Media</p>	<p>11.1.1 Technical aspects of performance</p> <p>11.1.2 Types and Functions of Stages</p> <p>11.1.3 Lighting techniques</p> <p>11.1.4 Sound design</p> <p>11.1.5 Artistic design</p> <p>11.1.6 Performance support equipment</p>	<p>Stage Technical Design</p>
<p>10.1 Creative Multimedia Research</p>	<p>10.1.1 Videography Media Research</p> <p>10.1.2 Animation Media Research</p> <p>10.1.3 Graphic media research</p> <p>10.1.4 Videography Concepts</p> <p>10.1.5 Animation Concepts</p> <p>10.1.6 Graphic Design Concepts</p> <p>10.1.7 Creative Research in Content Production</p> <p>10.1.8 Contextual Educational Media Design</p> <p>10.1.9 Digital Educational Content Production</p> <p>10.1.10 Social Media Performance Evaluation</p>		<p>Performance Make-up</p>

10.2 Multimedia Project Proposal	10.2.1 Videography project proposal 10.2.2 Animation Project Proposal 10.2.3 Graphic Design Project Proposal 10.2.4 Content Production Project Proposal	11.3.1 Performance requirements 11.3.2 Performance work plan 11.3.3 Production organisational structure 11.3.4 Performing Arts Management Strategy 11.3.5 Health and safety in performance production 11.3.6 Promotion Strategy 11.3.7 Performance Documentation and Publication	Performing Arts Production Management
10.3 Visual Direction in Work Processes	10.3.1 Workflow for videography 10.3.2 Workflow for animation 10.3.3 Graphic media workflow 10.3.4 Content production workflow	11.2.1 Types and Functions of Costume Design 11.2.2 Costume design based on performance requirements 11.2.3 Costume design tools and materials 11.2.4 Dance Costume Design 11.2.5 Modern Costume Design	Performance Costumes
10.4 Visual Assets Based on the Defined Work Steps	10.4.1 Assets based on work steps in videography 10.4.2 Assets based on work steps in animation media 10.4.3 Assets based on work steps in graphic media 10.4.4 Visual assets based on established workflows 10.4.5 Ethics in content production	11.5.1 Performance script 11.5.2 Performance scheduling 11.5.3 Rehearsal schedule planning 11.5.4 Performance flow planning 11.5.5 Performance safety arrangements 11.5.6 Performance evaluation	Performance Direction
10.5 All Multimedia Components Related to Audio and Visuals	10.5.1 Videography 10.5.2 Animation 10.5.3 Graphic Media 10.5.4 Quality Control of Multimedia Components 10.5.5 Content Feasibility Testing 10.5.6 Practical Work and Final Project 10.5.7 Communicative Presentation Scripts	1.1.4 Introduction to Citizenship Education 1.1.5 Indonesian National Identity and Anti-Intolerance 1.1.6 National Integrity 1.1.7 The Constitution in Indonesia 1.1.8 Duties and Rights of the State and Citizens 1.1.9 The Dynamics of Democracy in Indonesia 1.1.10 Law Enforcement in	Civic Education

		Indonesia 1.1.11 Archipelagic Outlook 1.1.12 National Resilience	
11.1 Stage Production Techniques	11.1.1 Technical aspects of performance 11.1.2 Lighting Techniques 11.1.3 Sound Design 11.1.4 Artistic Design 11.1.5 Performance Support Equipment	7.2.8. Digital Literacy	Community Service Programme – Digital Literacy
11.2 Performance Make-up	11.2.1 Analysis of make-up 11.2.2 Make-up based on culture 11.2.3 Make-up based on the needs of the performance character	5.1.7 Inclusive and Exclusive Leadership	KKN – Inclusive and Exclusive Leadership
11.3 Performing Arts Management	11.3.1 Performance requirements 11.3.2 Performance work plan 11.3.3 Production organisational structure 11.3.4 Performing Arts Management Strategies	5.1.8 Non-Formal Education	Community Service Programme – Non-Formal Education
11.4 Performance Costume Design	11.2.1 Types and Functions of Costume Design 11.2.2 Costume design based on performance requirements 11.2.3 Costume Design Tools and Materials 11.2.4 Dance Costumes 11.2.5 Modern Costume Design	9.2.9 Definition of Content Production 9.2.10 The Importance of Content Quality Control 9.2.10 Standards for the Quality of Learning Content 9.2.11 The Role of Quality Control in Educational Innovation 10.1.7 Creative Research in Content Production 10.3.4 Content production workflow 10.4.4 Visual assets based on established work procedures 10.4.5 Ethics in content production 10.5.4 Quality Control of	Content Creator Production

		<p>Content Production Components</p> <p>10.5.5 Content Feasibility Testing</p> <p>10.5.5 Practical Work and Final Project</p> <p>10.1.7 Creative Research in Content Production</p> <p>10.2.4 Content Production Project Proposal</p>	
11.5 Performance Direction	<p>11.5.1 Performance Script</p> <p>11.5.2 Performance scheduling</p> <p>11.5.3 Rehearsal Schedule</p> <p>11.5.4 Performance Flow Planning</p> <p>11.5.5 Performance safety planning</p> <p>11.5.6 Performance evaluation</p>	<p>8.2.7 Writing speech scripts in an educational context</p> <p>10.5.6 Communication Presentation Scripts</p>	Public Speaking
		<p>3.7.1 Curriculum Development</p> <p>3.3.9 Educational learning services tailored to learners' characteristics</p> <p>6.1.8 Development of a learning environment that is safe, comfortable, enjoyable, challenging, and fosters students' creativity</p>	PLP - Curriculum Analysis
		<p>3.3.8 Learners' characteristics from physical, psychological, social, and cultural perspectives for the purposes of learning</p> <p>3.4.8 learning and teaching theories, approaches and</p>	PLP – Development of Instructional Plans

		<p>models, and teaching materials</p> <p>6.3.8 Application of information and communication technology in learning planning</p> <p>5.3.4. PBL/CBL Concepts</p> <p>5.3.5. PBL/CBL syntax</p> <p>5.5.6. Implementation of PBL in learning</p>	
		<p>8.2.3 Development of ICT-based learning media and teaching materials for primary schools</p> <p>8.2.4 Development of learning media based on the environment and local wisdom</p> <p>8.2.6 Production of teaching materials and learning media</p>	PLP – Development of Learning Media
		<p>Basic Teaching Skills</p> <p>3.2.1 Skills in opening and closing lessons</p> <p>3.2.2 Explanation skills</p> <p>3.2.3 Questioning skills</p> <p>3.2.4 Skills in introducing variety</p> <p>3.2.5 Skills in facilitating discussions</p> <p>3.2.6 Skills in providing reinforcement</p> <p>3.2.7 Skills in teaching small groups and individuals</p> <p>3.2.8 Classroom management skills</p> <p>3.4.9 Learning and teaching theory, approaches and models of learning, teaching materials, and assessment for learning</p> <p>7.4.1 The nature of lesson study</p> <p>7.4.2 Objectives of Lesson Study</p> <p>7.4.3 Stages of Lesson Study (plan, do, see)</p>	PLP – Teaching Practice
		9.2.2 Identifying	Content

		<p>Opportunities and Generating Business Ideas for Edupreneurs</p> <p>9.2.7 Financial Management for Edupreneurs</p> <p>9.2.9 Definition of Content Production</p> <p>9.2.10 The Importance of Content Quality Control</p> <p>9.2.10 Quality Standards for Learning Content</p> <p>9.2.12 Introduction to Digital Marketing</p> <p>9.2.13 Digital Consumer Behaviour</p> <p>9.2.14 Digital Marketing Strategies</p> <p>9.2.16 Social Media Marketing</p> <p>9.2.17 Content Marketing and Digital Storytelling</p> <p>10.1.7 Creative Research for Content Production</p> <p>10.1.8 Contextual Educational Media Design</p> <p>10.1.9 Digital Educational Content Production</p> <p>10.1.10 Social Media Performance Evaluation</p> <p>10.3.4 Content production workflow</p> <p>10.4.5 Ethics in content production</p>	Management
		<p>9.2.20 Local Culture on Social Media</p> <p>9.2.21 Social Media in Education</p> <p>9.2.22 The Use of Social Media in Primary Schools</p> <p>9.2.23 Educational Content Based on Local Wisdom</p> <p>9.2.24 Creative Digital Learning</p> <p>9.2.25 Management of Educational Accounts</p> <p>9.2.26 Publication of School Content</p> <p>9.2.27 Analysis of the Impact and Feedback of Social Media</p>	Social Media Analysis

		10.1.8 Design of Contextual Educational Media 10.1.9 Digital Educational Content Production 10.1.10 Social Media Performance Evaluation	
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Table 6.3 Calculation of credit weight for each course

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
1	Islamic Religious Education	PLO-1 Able to demonstrate character and etiquette that reflect adaptability, enthusiasm and integrity as a manifestation of piety towards God the Almighty	CPMK 1 Able to demonstrate a faithful and devout attitude towards Allah SWT through the consistent practice of acts of worship such as prayer, fasting, and enjoining good and forbidding evil	Sub-CPMK 1 Cultivating the habit of consistently performing prayers, fasting, and enjoining good and forbidding evil as a tangible expression of faith and piety towards Allah SWT	Group discussion and presentation	Active Participation	20	60	2 credits
			CPMK 2 Able to demonstrate ethics, morals and good character (including anti-corruption, anti-	Sub-CPMK 2 Develop a habit of upholding ethics, morals and good character, including anti-corruption,	Group discussion and presentation	Project	40		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			bullying, anti-tolerance, sexual violence and anti-drug).	anti-bullying, anti-tolerance, sexual violence and anti-drug					
		PLO-12 Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the	CPMK 3 Understanding the concepts of Islam in Indonesia, Islam and pluralism, Islam and modernisation, and Islam in the development of world civilisation, and implementing its principles to achieve a balance between worldly and spiritual needs in personal and	Sub-CPMK 3 Explaining the concept of 'grounding' Islam in Indonesia and elucidating the importance of ukhuwah (brotherhood) and tolerance within Indonesia's pluralistic society.	Group discussions and presentations	Mid-term exam	10	10	
				Sub CPMK 4 Examining Islam's responses and contributions to the	Group discussions and presentations	Assignment	5	5	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		development of professional knowledge and practice	social life.	currents of modernisation, globalisation, and social change, and exploring Islam's historical role and perspectives in building a humanistic, peaceful, and inclusive global civilisation					
			CPMK 4 Evaluating and integrating concepts of democracy, human rights, politics and law from an Islamic perspective,	Sub-module CPMK 5: Exploring the concepts of democracy and human rights in accordance with Islamic principles	Group discussion and presentation	Quiz	5	5	
				Sub CPMK 6	Final Exam Essay	Final Exam	20	20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			and applying these values to contemporary issues	Analysing political and legal patterns and frameworks from an Islamic perspective	Questions				
	Christian Religious Education	PLO 12 Evaluating and integrating religious, national, constitutional, linguistic and technology-based entrepreneurial concepts with the 5A values (anti-	CPMK 2.1: Understanding, evaluating, and integrating the Basic Concepts of the Christian Faith and their Relevance.	Sub-CPMK 2.1.1: Students are able to explain and evaluate the concept of God as Creator, Saviour, and Companion from a Christian perspective.	Quizzes, case studies, written tests	Quizzes, essay questions, written tests	5 hours	20	2.2 (rounded) 2 credits

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		violence, anti-drugs, anti-bullying, anti-intolerance and anti-corruption) to support the development of professional knowledge and practice		Sub-CPMK 2. 1.2: Students are able to describe and evaluate the nature of human beings as God's dignified creations.	Case analysis, presentation, written test	Presentation, Progress Assessment, Argumentation, Written test	5 hours		
				Sub-CPMK 2. 1.3: Students are able to analyse, evaluate, and integrate the harmonious relationship between religion and the state based on Christian teachings, as part of an understanding of the concepts of nationhood and the	Class discussions, analysis of articles/documents	Project report, Reflection journal, Presentation, written test	10 hours		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				constitution.					
			CPMK 2.2: Able to understand, evaluate, and integrate Christian teachings on humanity and ethics.	Sub-CPMK 2.2.1: Students are able to evaluate and integrate Christian ethical, moral, and character principles as the foundation for behaviour against sexual harassment.	Quizzes, case studies, written tests	Quiz	5 hours	15	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub-CPMK 2.2.2: Students are able to identify and evaluate human rights and responsibilities from a Christian perspective.	Quizzes, case studies, written tests	Quiz, essay questions, written test	5 hours		
				Sub-CPMK 2.2.3: Students are able to integrate the Law of Love as a moral foundation in various aspects of life.	Role-play, group discussion, simple project	Active participation	10 hours		
		PLO 12 Evaluate and integrate concepts of religion, nationality, the	CPMK 1.1: Demonstrating an attitude of accepting differences when	Sub-CPMK 1.1.1: Students are able to demonstrate an attitude of accepting	Quizzes, case studies, tests, observation	Quizzes, Attitude assessment (observation)	5 hours		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	interacting with others, showing respect during discussions, and being able to apply Christian values in a social context.	differences and mutual respect based on the interactive relationship between faith, knowledge, and service in the life of a Christian and their social life.					
				Sub-CPMK 1.1.2: Students are able to demonstrate an attitude of accepting differences between the Christian faith and culture in social life within society.	Group discussions, individual assignments, observation	Discussion report, short essay, attitude assessment (observation)	5 hours	20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub-CPMK 1.1.3: Students are able to demonstrate an attitude of acceptance of differing opinions when interacting with others, tolerance as a social reality, and the fostering of interfaith harmony.	Project assignment, Reflection journal, Observation sheet	Project report, Reflection journal, Presentation, Attitude assessment (observation)	10 hours		
			CPMK 1.2: Demonstrating a Christian sense of responsibility in community life.	Sub-CPMK 1.2.1: Students are able to demonstrate a sense of moral responsibility from a Christian perspective and the role of Christians in	Group discussion, individual assignment, observation	Discussion report, Short paper, Attitude assessment (observation)	5 hours		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				community life.					
				Sub-CPMK 1.2.2: Students are able to demonstrate a sense of responsibility based on Christian values, supporting one another in all joint activities within the community.	Case analysis, presentations, observation	Presentation, Progress assessment, Argumentation, Attitude assessment (observation)	10 hours	25	
				Sub-CPMK 1.2.3: Students are able to demonstrate a sense	Project assignment, Reflection	Project report, Reflection	10 hours		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				of responsibility as Christians towards their social life within their community based on the Law of Love, reflecting integrity and piety.	journal, Observation sheet	journal, Presentation, Attitude assessment (observation)			
	Catholic Religious Education	PLO 12: evaluate and integrate concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship	CPMK 12.1: Evaluating and integrating concepts of humanity from a Catholic perspective.	Sub-CPMK 2.1.1: Students are able to evaluate the nature and identity of the human person as the image of God based on the Bible and Catholic teaching.	Quizzes, case studies, written tests	Quiz	5	20	2 credits

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice		Sub-CPMK 2.1.2: Students are able to analyse and evaluate the call to faith and the mission of humanity as the image of God in the context of daily life.	Assignment 1: RTM	Assignment	5		
				Sub-CPMK 2.1.3: Students are able to evaluate, integrate, and communicate the relationship between humans and themselves, their fellow human beings, the environment, and	Problem-Based Presentation	Active Participation	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				God, as well as its relevance to the lived experience of the Catholic faith.					
			CPMK 12.2: Evaluating and integrating the concept of God in the Catholic faith.	Sub-CPMK 2.2.1: Students are able to explain, analyse, and evaluate the meaning and essence of the Holy Trinity in Catholic teaching.	Quiz, case study, written test	Quiz	5	20	
4				Sub-CPMK 2.2.2: Students are able to relate and integrate the concept of the Holy Trinity with an understanding of the macrocosm and microcosm,	Project assignment, reflection journal, observation sheet	Project	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				demonstrating the role of religion as a complement to that understanding.					
			CPMK 12.3: Evaluate and integrate the teachings of Jesus Christ and His work of salvation.	Sub-CPMK 2.3.1: Students are able to recognise, evaluate, and integrate the person of Jesus Christ based on the Bible and the traditions of the Catholic Church.	Assignment 2 RTM	Assignment	5	15	
				Sub-CPMK 2.3.2: Students are able to explain and evaluate the theological significance of the passion, death, and	Role-play discussion, Group presentation, Small-scale social project	Project	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				resurrection of Jesus Christ as the core of His work of salvation.					
		PLO 1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	CPMK 1.1: Demonstrating empathy, respect in communal life, and analysing the role of the church and faith in society	Sub-CPMK 1.1.1: Students are able to demonstrate empathy and respect for the significance of religious pluralism and the importance of interfaith cooperation for the development of a holistic life.	Group discussions, individual assignments, observation	Assignments	5	30	
				Sub-CPMK 1.1.2: Students are able to demonstrate empathy towards	Group discussion, Film/document analysis	Active Participation	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				the calling of the Catholic community in the context of the preservation of life and its social role.					
				Sub-CPMK 1.1.3: Students are able to demonstrate empathy and care in communal life, apply Catholic values in a pluralistic society, and contribute as Pancasila-based agents of development, demonstrating adaptability and	Role-play discussions, Group presentations, Small-scale social projects	Project	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				integrity, as well as contributing to society.					
	Hindu Religious Education	PLO 1: Able to demonstrate character and manners that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God Almighty.	CPMK 1.1 Students are able to demonstrate a faithful and devout attitude towards Sang Hyang Widhi Wasa through the consistent practice of yadnya, dhyana, brata, and the performance of	Sub-CPMK 1.1.1 Cultivating the habit of performing prayers, meditation, fasting, and the practice of dharma as a tangible expression of faith and devotion to Sang Hyang Widhi Wasa.	Discussions, practice of trikal puja, mantra recitation, Gayatri meditation, and daily reflection	Observation	T.1= 5	S T1= 5	95/45 = 2 credits

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			dharma.						
		PLO-12 Evaluate and integrate concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to	CPMK 2.1 Students are able to abstract the concept of śraddhā in the Vedas and other sacred texts, the meaning of Divinity from a Hindu perspective, as well as spirituality and contemporary religious issues in daily life.	Sub-CPMK 2.1.1 Construct a conceptual model of śraddhā based on the teachings of the Vedas and Upanishads as a foundation for strengthening the faith of Hindus.	Group discussions and presentations summarising slokas from the Bhagavad Gītā, Upanishads, or the Four Vedas	Project Report, Presentation	T.2= 10	ST2= 20	
				Sub-CPMK 2.1.2 Designing contextual solutions based on Hindu teachings to	Lecturer-student Q&A and analysis of sacred texts (Vedas, Smriti, Itihasa)	Project Report, Presentation	T.3 = 10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		support the development of professional knowledge and practice		address issues of spirituality and the divine in modern life.					
			CPMK 3.1 Students are able to summarise the Hindu conception of humanity, the purpose of life, and human dignity (puruṣārtha), as well as the social role and responsibilities of Hindus in national development.	Sub-CPMK 3.1.1 Design a conceptual framework regarding human existence and the four aims of life (dharma, artha, kāma, mokṣa) based on Hindu literature.	Discussions and individual assignments on the values of dharma, karma, and mokṣa	Project Report, Presentation	T.4= 10	ST3= 20	
				Sub-CPMK 3.1.2 Developing strategies for the social contribution of Hindus to	Literature review and class discussions on the relevance of Hindu teachings	Project Report, Presentation	T.5 = 10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				national development based on the values of dharma and seva (social service).	in contemporary life				
			CPMK 4.1 Students are able to evaluate the contribution of Hindu teachings to Indonesia's legal, social, political and cultural systems, as well as the synergy between yajña, tax awareness, Hindu nationalism, gender equality and democracy.	Sub-CPMK 4.1.1 Design a framework for the contribution of Hindu values to the formation of Indonesian law and socio-cultural systems through a dharma-based approach.	Literature review and class debates on pluralism in Hindu texts (e.g., "Ekam sat viprā bahudhā vadanti")	Project Report, Presentation	T.6= 10	ST4= 20	
				Sub-CPMK 4.1.2 Developing a model of synergy between the	Simulation of a sabha (dharma assembly) and case studies on	Project Report, Presentation	T.7= 10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				<p>teachings of yajña, financial contributions (taxes), and national spirit in strengthening citizen participation.</p> <p>Sub-CPMK 4.1.3 Creating educational campaigns based on the teachings of ahimsa, strī-dharma, and rajadharma to promote gender justice and moral democracy.</p> <p>CPMK 5.1 Students are able to</p>	<p>Hindu ethics in society</p> <p>Class discussions and comparative studies of the teachings of the Bhagavad Gītā, the Rāmāyaṇa, and the Mahābhārata in a contemporary context</p> <p>Sub-CPMK 5.1.1 Design a</p>	<p></p> <p>Project Report, Presentation</p> <p>Reflection Assignment,</p>	<p></p> <p>T.8= 10</p> <p>T.9= 10</p>	<p></p> <p>ST5= 20</p>	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			examine the values of moderation, plurality, and inclusivity in Hindu teachings, as well as the legal foundations of religious freedom and the practice of tolerance in Hindu sacred texts and history.	conceptual framework on moderation, plurality, and inclusivity based on the teachings of the Vedas and the Mahabharata. Sub-CPMK 5.1.2 Developing a model of interfaith dialogue based on the principles of vasudhaiva kutumbakam and ekam sat viprah bahudha vadanti to strengthen tolerance and religious freedom.	discussion of socio-cultural case studies based on tri hita karana and pañca yadnya  Analysis of the Hindu legal system in the Manusmṛti and its application to modern social life	Lecturer Feedback  Reflection Assignment, Lecturer Feedback	  T.10= 10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
5	Buddhist Religious Education	PLO 1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to the One Supreme God.	CPMK 1.1 Able to demonstrate a faithful and devout attitude towards Sanghyang Adi Buddha through the habitual practice of worship such as pujabakti, meditation, observing sila, and others	Sub-CPMK 1.1.1 Cultivating the habit of consistently performing puja, meditation, and observing the precepts as a tangible expression of faith and devotion to Sanghyang Adi Buddha.	Discussion, practice of puja-bhakti, meditation, and reflection	Observation	T.1= 5	S T1 = 5	95/45 = 2 credits
		PLO-12 Evaluate and integrate concepts of religion, nationality, the	CPMK 2.1 Students are able to abstract the concept of sādḁha in the suttas and other	Sub-CPMK 2.1.1 Construct a conceptual model of sādḁha based on the study of sutta	Group discussions and presentations of sutta summaries	Project Report, Presentation	T.2= 10	ST2= 20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	sources, the meaning of divinity from a Buddhist perspective, as well as spirituality and contemporary religious issues in daily life.	texts and other Buddhist sources as a foundation for strengthening the faith of the faithful.				ST3= 20	
				Sub CPMK 2.1.2 Designing contextual solutions based on Buddhist teachings to address issues of spirituality and the nature of God in contemporary life.	Lecturer-student Q&A and literature review	Project Report, Presentation	T.3 = 10		
			CPMK 3.1 Students are able to summarise the Buddhist conception of humanity, the	Sub-CPMK 3.1.1 Designing a conceptual framework regarding human existence, dignity,	Discussions and individual assignments	Project Report, Presentation	T.4= 10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			purpose and dignity of human beings, as well as the social role and responsibilities of Buddhists, including their contribution to national development.	and the purpose of life from a Buddhist perspective based on the study of suttas and Buddhist literature.					
				Sub CPMK 3.1.2 Developing strategies for the social contribution of Buddhists to national development based on Buddhist values regarding social responsibility and public participation.	Literature review and class discussions	Project Report, Presentation	T.5= 10		
			CPMK 4.1	Sub CPMK 4.1.1	Literature review	Project	T.6= 10	ST4= 20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			Students are able to evaluate the contribution of Buddhism to Indonesia's legal, social, political and cultural systems, as well as the synergy between dāna pāramī, taxation, Buddhist nationalism, violence against women, and democracy in state affairs.	Design a conceptual framework for the contribution of Buddhist values to Indonesia's legal, social, political and cultural systems based on historical and contextual analysis.	and class debates	Report, Presentation			
				Sub CPMK 4.1.2 Developing a model of synergy between the practice of dāna pāramī, tax awareness, and Buddhist nationalism to	Debate simulations and case studies	Project Report, Presentation	T.7= 10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				strengthen citizen participation.					
				Sub CPMK 4.1.3 Creating educational campaigns or movements based on Buddhist teachings to promote gender justice, the prevention of violence against women, and the strengthening of democracy.	Class discussions and comparative studies	Project Report, Presentation	T.8= 10		
			CPMK 5.1 Students are able to examine the values of religious	Sub CPMK 5.1.1 Design a conceptual framework on	Text analysis and case study discussions	Reflection Assignment, Lecturer Feedback	T.9= 10	ST5 = 20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			moderation, pluralism, and inclusivity in Buddhism, as well as the legal basis for religious freedom and the practice of tolerance in Buddhist sutras and history.	religious moderation, pluralism, and inclusiveness based on Buddhist teachings as set out in the suttas and historical Buddhist practices.					
				Sub-CPMK 5.1.2 Developing a model of interfaith education and dialogue based on Buddhist teachings to strengthen tolerance and ensure religious freedom in a pluralistic society.	Legal analysis and study of Buddhist texts	Reflection Assignments, Lecturer Feedback	T.10= 10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
6	Confucian Religious Education	PLO 1: Able to demonstrate character and etiquette that reflect adaptability, enthusiasm and integrity as an expression of devotion to the One Supreme God.	CPMK 1 Students are able to demonstrate a faithful and devout attitude towards Tian (Heaven) through the habitual practice of li, xiu shen, and daily reflection as a manifestation of the actualisation of faith and moral virtue.	Sub-CPMK 1: Cultivating the habit of performing ancestral veneration, daily meditation (jing zuo), and virtue practice (de) as an expression of one's understanding of Tian.	Discussion, practice of li (daily rituals), reflective meditation, and the implementation of xiu shen (self-improvement)	Active Participation	12.5	12.5	2.2 rounded to 2 credits
		PLO-12 Evaluating and integrating concepts of religion, nationality, the	CPMK 2. Students are able to abstract the concept of trust (xin) in Confucian teachings, an	Sub-CPMK 2. Constructing a conceptual model of xin and the human-Tian	Group discussions and presentations summarising the teachings of the Analects, the	Quiz	2.5	7.5	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	understanding of Tian, as well as contemporary issues of spirituality and religion in modern life.	relationship based on the Analects and the Doctrine of the Mean as the foundation of Confucian faith.	Doctrine of the Mean, and the Works of Mencius			10	
				Sub-CPMK 3. Designing contextual solutions based on Confucian teachings to address the spiritual and religious challenges of modern society.	Lecturer-student Q&A and analysis of classical Confucian texts	Assignment	5		
			CPMK 3. Students are able to summarise the concept of the	Sub-CPMK 4. Designing a conceptual framework	Discussions and individual assignments on strengthening the	Mid-term exam	5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			noble person (junzi) in Confucian teachings, their dignity and social role, as well as their contribution to national development.	regarding human nature (xing), morality, and the purpose of life based on the teachings of Ren, Yi, and Li.	character of the junzi and the values of ren, yi, and li				
				Sub-CPMK 5. Developing strategies for the Confucian community's contribution to national development through the strengthening of family and civic ethics.	Literature study and class discussion on the moral role within the family and the state	Assignment	5		
			CPMK 4. Students	Sub-CPMK 6.	Literature review	Mid-term	5	55	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			are able to evaluate the contribution of Confucian teachings to Indonesia's legal, social and cultural systems, as well as the synergy between Ren, tax contributions, nationalism, gender justice and democracy.	Designing a conceptual framework for the contribution of the values of Ren, Yi, and Li in the formation of a national and cultural value system.	and class debate on moral dilemmas based on the teachings of Zhong and Shu	exam			
				Sub-CPMK 7. Developing a model of synergy between Confucian moral values, tax contributions, and patriotism to strengthen civic participation.	Simulation of cheng ming (alignment of name and social function) and case studies in Confucian ethics	Project	40		
				Sub-CPMK 8.	Class discussions	Final Exam	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Creating educational campaigns based on Confucian virtues for gender justice, social equality, and civilised democracy.	and comparative studies of Confucian teachings with other religions in the context of moderation and tolerance				
			CPMK 5. Students are able to examine the values of moderation, plurality, and inclusiveness in Confucian teachings, as well as the legal basis for religious freedom and the	Sub-CPMK 9. Designing a conceptual framework on inclusiveness and social harmony based on the teachings of He, Zhong, and Shu in classical texts.	Analysis of classical texts and discussion of socio-political cases from the perspective of the value of he (harmony)	Assignment	5	15	
				Sub-CPMK 10.	Analysis of	Final Exam	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			practice of tolerance in Confucian history and doctrine.	Developing a model of moral education and interfaith dialogue based on the value of Ren to strengthen religious freedom and solidarity in a pluralistic society.	Confucian moral law and its application in Indonesia's social and legal systems				
				Sub-CPMK 10. Developing a model of moral education and interfaith dialogue based on Ren values to strengthen religious freedom and solidarity in a pluralistic society.	Analysis of Confucian moral law and its application in Indonesia's social and legal systems	Reflection Assignment, Lecturer Feedback	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
7	Civics Education	PLO-1 Able to demonstrate character and manners that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God the Almighty	CPMK 1 Demonstrates a responsible, honest, and civilised attitude as an Indonesian citizen who upholds the values of Pancasila and the 1945 Constitution	Sub-CPMK 1 Demonstrates a love for the homeland, upholds national identity, and rejects all forms of intolerance by prioritising the values of unity and solidarity in national and state life amidst diversity.	Face-to-face sessions, varied lectures, discussions	Group assignments and discussions	20	20	100 hours x (1 credit/ (2 hours/credit)) = 2 credits
		PLO 12 Evaluating and integrating concepts of religion,	CPMK 2 Possesses moral values, ethics, personality and civic character	Sub-CPMK 2 Explains the Introduction to Citizenship	Case studies, discussions, presentations	Group assignments and discussions	5	30	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	that are tolerant, anti-corruption and inclusive within social and academic environments, and is capable of acting as an agent of social change in the performance of their duties	Education					
				Sub-CPMK 3 Evaluating the concepts, urgency, determining factors, and challenges in achieving national unity amidst diversity	Case studies, discussions, presentations	Group assignments and discussions	5		
				Sub-CPMK 4 Evaluating the concept, urgency, determining factors, and challenges in achieving national unity and cohesion amidst diversity	Case studies, discussions, presentations	Group assignments and discussions	5		
				Sub-CPMK 5	Case studies,	Group	5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Comparing the Development and Implementation of the Indonesian Constitutional System	discussions, presentations	assignments and discussions			
				Sub-module CPMK 6 Explaining Indonesian Citizenship	Case studies, discussions, presentations	Group assignments and discussions	10		
			CPMK 3 Able to work collaboratively and demonstrate high social sensitivity and concern for society and the environment, as well as being able to analyse the basic	Sub-CPMK 7 Assessing Indonesian Democracy	Face-to-face sessions, varied lectures, discussions	Group assignments and discussions	5	10	
				Sub-CPMK 8 Critiquing Human Rights (HR), Anti-Bullying and Anti-Sexual Violence	Face-to-face sessions, varied lectures, discussions	Group assignments and discussions	5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			concepts of citizenship, democracy, the constitution, human rights, and diversity within the context of national and state life.						
			CPMK 4 Upholding the rule of law and demonstrating a commitment to prioritising the interests of the nation and the wider community, by actively participating in academic and	Sub-CPMK 9 Examining Judicial Violations and the Enforcement of Human Rights	Case analysis, discussions, presentations	Group assignments and discussions	10	40	
				Sub CPMK 10 Explaining the Archipelagic Concept and its implementation in national life	Case studies, discussions, presentations	Group assignments and discussions	10		
				Sub-CPMK 11	Case studies,	Group	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			social activities as a form of responsibility as a law-abiding citizen aware of their constitutional rights	Explaining National Resilience Sub-CPMK 12 Analysing Regional Autonomy, Anti-Corruption and Anti-Drug Measures	discussions, presentations Case studies, discussions, presentations	assignments and discussions Group assignments and discussions	10		
8	Pancasila Education	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God the Almighty	CPMK 1 Able to demonstrate ethical conduct as the implementation of Pancasila values in determining the foundations of state policy	Sub CPMK 1 Students are able to explain the concept of Pancasila as an ethical system, explore Pancasila as an ethical system from various sources, and build confidence to face	lectures, literature reading, CBL (Case-Based Learning), and discussions	Participatory activities, assignments		30	110 hours x (1 credit/ (2.4 hours/month/semester)) = 2 credits

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				the challenges and dynamics of the ethical system of Pancasila					
				Sub-CPMK 2 Students are able to actualise the values of Pancasila in social, state and national life	lectures, literature review, and discussions	Participatory Activities, Assignments			
			CPMK 2 Able to demonstrate the conceptual foundations of Pancasila as a philosophical system and national ideology within the context of the 1945 Constitution and	Sub CPMK 3 Students are able to correlate religion, the state, and Pancasila and compare the differences between religious law and state law (Pancasila)	Lectures, Literature Review, and discussions	Participatory Activities, Assignments		15	

<b>Course No.</b>	<b>Course Name</b>	<b>PLO allocated to the course</b>	<b>CPMK</b>	<b>Sub-CPMK</b>	<b>Form of Learning</b>	<b>Format Assessment</b>	<b>Time required to achieve PLO (in hours / credits)</b>	<b>Total (in hours / credits)</b>	<b>Conversion to credits</b>
<b>-1</b>	<b>-2</b>	<b>-3</b>	<b>-4</b>	<b>-5</b>			<b>-6</b>	<b>-7</b>	<b>-8</b>
			the state's foundations						

<b>Course No.</b>	<b>Course Name</b>	<b>PLO allocated to the course</b>	<b>CPMK</b>	<b>Sub-CPMK</b>	<b>Form of Learning</b>	<b>Format Assessment</b>	<b>Time required to achieve PLO (in hours / credits)</b>	<b>Total (in hours / credits)</b>	<b>Conversion to credits</b>
<b>-1</b>	<b>-2</b>	<b>-3</b>	<b>-4</b>	<b>-5</b>			<b>-6</b>	<b>-7</b>	<b>-8</b>
				Sub-CPMK 4 Students are able to write a scientific article by applying the values of Pancasila based on case studies within the 4A context (anti-bullying, anti-sexual violence, anti-corruption, and anti-intolerance)	lectures, literature reviews, and discussions	Participatory Activities, Assignments			

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		PLO-12 Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	CPMK 3 Able to actualise the values of Pancasila and correlate them with the 5A (anti-corruption, anti-intolerance, anti-bullying, anti-sexual violence, and anti-drugs) as well as correlate them with the legal framework in Indonesia	Sub-CPMK 5 Students are able to elaborate on Pancasila as the value foundation for the development of science; explain the concept of Pancasila as the value foundation for the development of science; and identify the importance of Pancasila as the value foundation for the development of	Lectures, Literature Review, and discussions	Participatory activities, assignments		15	

<b>Course No.</b>	<b>Course Name</b>	<b>PLO allocated to the course</b>	<b>CPMK</b>	<b>Sub-CPMK</b>	<b>Form of Learning</b>	<b>Format Assessment</b>	<b>Time required to achieve PLO (in hours / credits)</b>	<b>Total (in hours / credits)</b>	<b>Conversion to credits</b>
<b>-1</b>	<b>-2</b>	<b>-3</b>	<b>-4</b>	<b>-5</b>			<b>-6</b>	<b>-7</b>	<b>-8</b>
				science					

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub CPMK 6 Students are able to describe Pancasila as the value paradigm for the development of science from various sources and apply Pancasila as a source of knowledge	Project-Based Learning and Discussion	Project-based learning outcomes			
				Sub-CPMK 7: Students are able to describe the essence and importance of Pancasila as the foundation of unity and the basis for the development of	Project-Based Learning and Discussion	Project-Based Learning outcomes, Mid-Term Exam			

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				knowledge, and to analyse the importance of Pancasila as the foundation of the development of knowledge for the unity and integrity of the Republic of Indonesia					
			CPMK 4 Able to take responsibility for and develop Pancasila as a field of knowledge	Sub CPMK 8 Students are able to understand the historical context of Pancasila Education and identify the importance of Pancasila Education for the	Project-Based Learning and Discussion	Project-Based Learning Project Outcomes		50	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				moral progress of the nation					
				Sub-CPMK 9 Students are able to explain Pancasila within the history of the Indonesian nation and are able to uphold Pancasila as the national identity	Project-Based Learning and Discussion	Project-Based Learning Project Outcomes			

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub-CPMK 10 Students are able to explain Pancasila within the body of the 1945 Constitution and are able to interpret the essence and urgency of Pancasila within the 1945 Constitution	Project-Based Learning and Discussion	Project-Based Learning Project Outcomes			
				Sub-CPMK 11 Students can demonstrate the conceptual framework of Pancasila as the nation's worldview and explore the	Project-Based Learning and Discussion	Project-Based Learning outcomes			
						Project-Based Learning Project			

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				meaning contained within Pancasila as a reflection of thought and its application in social, national and state life		Outcomes Participatory Activities, Assignments, End-of-Semester Exam			
9	Indonesian Language	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of	CPMK 1. Able to demonstrate high integrity in studying the rules of the Indonesian language (S)	Sub-CPMK 1. Students are able to demonstrate integrity in studying the Indonesian language as a branch of academic		Q&A	10	10	95 hours x (1 credit/ (2.1 hours/credit)) = 2 credits rounded

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		devotion to God the Almighty		study					
		PLO-12 Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional	CPMK 2 Able to apply their knowledge of the history of the Indonesian language, Indonesian grammar, writing conventions, and writing ethics in problem-solving	Sub-CPMK 2 Students are able to identify linguistic aspects of the Indonesian language relating to the history of the Indonesian language, varieties of Indonesian, spelling, and Indonesian grammar	Quizzes, Face-to-Face Sessions, Presentations	Tests, discussions	10	10	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		knowledge and practice							
			CPMK 3 Able to analyse concepts and scientific intricacies relating to the history of the Indonesian language, Indonesian grammar, writing conventions, and writing ethics to resolve issues within the context of proper and correct language use in accordance with the 5A values	Sub-CPMK 3 Students are able to apply spelling and grammar rules to a range of linguistic cases	Language case analysis, discussion, presentation	Group assignment	15	75	
				Sub-CPMK 4	Discourse	Individual	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Students are able to analyse the correct use of spelling and Indonesian language rules in written discourse	analysis assignments, case-based learning, group discussions	language analysis assignment			
				Sub-CPMK 5 Students are able to conceptualise simple article topics related to linguistic phenomena in the surrounding environment in relation to values	Group discussions, presentations, case-based learning	Group assignment	20		
				Sub-CPMK 6 Students are able to detail the results of data collection in	Project-based learning, group presentations	Group assignment	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				the field in a group project report, ensuring compliance with the rules of the Indonesian language					
10	English	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God the Almighty	CPMK 1. Able to demonstrate an enthusiastic and adaptable attitude when communicating in English	Sub-CPMK 1. Able to demonstrate integrity in using English as a medium of oral and written communication at an academic level	Varied lectures, presentations	Question and answer sessions, interviews, observation	10	10	90 hours x (1 credit/ (2.1 hours/credit)) = 2 credits
		PLO-12 Evaluate and integrate concepts of	CPMK 2. Mastering the theoretical concepts	Sub-CPMK 2: Be able to analyse the various tenses used	Problem-Based Learning	Group work assignment	20	40	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits	
-1	-2	-3	-4	-5			-6	-7	-8	
		religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	of tenses and specific text types used in academic writing in English based on the 5A values	in different academic texts				40		
				Sub CPMK 3: able to use tenses correctly when composing different academic texts	Problem-Based Learning	Individual Assignment	20			
				CPMK 3. Able to apply theoretical concepts relating to various tenses and specific text types, and to use them appropriately in the writing of 5A-based academic texts in English	Sub-CPMK 4: Able to theoretically analyse different types of academic texts in accordance with the social function, generic structure and language features of the text genre	Varied lectures, presentations	Demonstration/presentation			20
				Sub CPMK 5 is able to compose	Project-Based Learning	Individual Assignment	20			

<b>Course No.</b>	<b>Course Name</b>	<b>PLO allocated to the course</b>	<b>CPMK</b>	<b>Sub-CPMK</b>	<b>Form of Learning</b>	<b>Format Assessment</b>	<b>Time required to achieve PLO (in hours / credits)</b>	<b>Total (in hours / credits)</b>	<b>Conversion to credits</b>
<b>-1</b>	<b>-2</b>	<b>-3</b>	<b>-4</b>	<b>-5</b>			<b>-6</b>	<b>-7</b>	<b>-8</b>
				different academic texts effectively in accordance with their theoretical concepts: social function, generic structures, and language features					

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
11	PGRI Studies (Bachelor's)	PLO 1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	CPMK 1.1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm, and integrity in accordance with the PGRI's organisational ethics as an expression of devotion to God Almighty.	Sub-CPMK 1.1.1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm, and integrity in accordance with the PGRI's organisational ethics as an expression of devotion to God Almighty	Problem-Based Learning	Assessment of individual attitude	7	7	2 credits

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			CPMK 1.2: Able to demonstrate character and conduct that reflect adaptability, enthusiasm, and integrity, as well as pride in the PGRI and its network in developing education and teaching staff in Indonesia to enlighten the nation as a manifestation of devotion to God the Almighty	Sub-CPMK 1.2.1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm, and integrity, as well as pride in PGRI and its network in developing education and teaching staff in Indonesia to enlighten the nation as a manifestation of devotion to God Almighty	Problem-Based Learning	Assessment of individual attitudes	7	7	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		PLO 12: Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	CPMK 2.1: Able to evaluate in depth the background, historical journey, emerging values, and emerging characteristics of the PGRI organisation and the theoretical concepts of the PGRI struggle in Central Java Province, as well as being able to formulate procedural solutions to PGRI-related issues.	Sub-CPMK 2.1.1: Able to apply, using in-depth knowledge of the background, historical development, evolving values, and evolving characteristics of the PGRI organisation and the theoretical concepts of the PGRI struggle in Central Java Province, and able to formulate solutions to procedural PGRI-related issues in new situations. (C3)	varied lectures, discussions, and presentations	Written and/or oral cognitive assessment, individual	4	14	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub-CPMK 2.1.2: Able to analyse information regarding the background, historical development, evolving values, and characteristics of the PGRI organisation and the theoretical concepts of the PGRI struggle in Central Java Province in depth, as well as being able to formulate solutions to procedural issues	varied lectures, discussions, and presentations	Written and/or oral cognitive assessment, individual	4		

<b>Course No.</b>	<b>Course Name</b>	<b>PLO allocated to the course</b>	<b>CPMK</b>	<b>Sub-CPMK</b>	<b>Form of Learning</b>	<b>Format Assessment</b>	<b>Time required to achieve PLO (in hours / credits)</b>	<b>Total (in hours / credits)</b>	<b>Conversion to credits</b>
<b>-1</b>	<b>-2</b>	<b>-3</b>	<b>-4</b>	<b>-5</b>			<b>-6</b>	<b>-7</b>	<b>-8</b>
				within the PGRI. (C4)					

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub-CPMK 2..1.3: Able to assess the background, historical development, evolving values, and evolving characteristics of the PGRI organisation and the theoretical concepts of the PGRI struggle in Central Java Province in depth, as well as being able to formulate solutions to procedural issues relating to the	varied lectures, discussions, and presentations	Written and/or oral cognitive assessment, group-based	6		

<b>Course No.</b>	<b>Course Name</b>	<b>PLO allocated to the course</b>	<b>CPMK</b>	<b>Sub-CPMK</b>	<b>Form of Learning</b>	<b>Format Assessment</b>	<b>Time required to achieve PLO (in hours / credits)</b>	<b>Total (in hours / credits)</b>	<b>Conversion to credits</b>
<b>-1</b>	<b>-2</b>	<b>-3</b>	<b>-4</b>	<b>-5</b>			<b>-6</b>	<b>-7</b>	<b>-8</b>
				PGRI. (C5)					

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			CPMK 2.2: Able to evaluate the objectives, vision, and mission of the PGRI and the theoretical concept of the PGRI's identity as a professional organisation and its development in depth, as well as being able to formulate solutions to procedural issues within the PGRI.	Sub-CPMK 2.2.1: Able to analyse, to some extent, the objectives, vision and mission of PGRI and the theoretical concepts of PGRI's identity as a professional organisation and its development in depth, as well as being able to formulate solutions to procedural issues relating to PGRI. (C4)	varied lectures, discussions, and presentations	Written and/or oral cognitive assessment, individual	4	14	
				Sub-CPMK 2.2.2: Able to assess the objectives, vision,	varied lectures, discussions, and presentations	Written and/or oral cognitive	4		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				and mission of PGRI and the theoretical concept of PGRI's identity as a professional organisation and its development in depth, as well as being able to formulate solutions to procedural issues within PGRI. (C5)		assessment, individual			

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub-CPMK 2.2.3: Able to apply the objectives, vision, and mission of PGRI and the theoretical concepts of PGRI's identity as a professional organisation and its development in depth, as well as being able to formulate solutions to new procedural issues within PGRI. (C6)	varied lectures, discussions, and presentations	Written and/or oral assessment, group-based	6		
			CPMK 2.3: Able to evaluate decisions made based on the analysis of	Sub-CPMK 2.3.1: Able to analyse decisions made based on the	varied lectures, discussions, and presentations	Written and/or oral project planning	4	16	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			information and data regarding the Pancasila Student Profile and able to provide guidance in selecting various alternative solutions independently and in groups	analysis of information and data regarding the Pancasila Student Profile and able to provide guidance in selecting various alternative solutions both independently and in groups. (C4)		assessment, conducted in groups			
				Sub-CPMK 2.3.2: Able to evaluate decisions made based on the analysis of information and data regarding the Pancasila Student Profile and able to	varied lectures, discussions, and presentations	Written and/or oral assessment of project implementation, group-based	4		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				provide guidance in selecting various alternative solutions both independently and in groups. (C5)					
				Sub-CPMK 2.3.3: Able to make decisions based on the analysis of information and data regarding the Pancasila Student Profile and able to provide guidance in selecting various alternative solutions, both independently and in groups. (C6)	varied lectures, discussions, and presentations	Written and/or oral project assessment, conducted in groups	8		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			CPMK 2.4: Able to evaluate the role of PGRI and its networks in developing education and teaching staff in Indonesia by utilising science and technology to educate the nation's children, and able to adapt to the situations encountered	Sub-CPMK 2.4.1: Able to identify the role of PGRI and its networks in developing education and teaching staff in Indonesia by utilising science and technology to educate the nation's children, and able to adapt to the situations encountered (C4)	varied lectures, discussions, and presentations	Assessment of written and/or oral project planning, conducted in groups	4	16	
				Sub-CPMK 2.4.2: Able to evaluate the matrix regarding PGRI and its networks in	varied lectures, discussions, and presentations	Written and/or oral project implementation	4		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				developing education and teaching staff in Indonesia by utilising science and technology to educate the nation's children, as well as being able to adapt to the situations faced (C5)		assessment, group-based			
				Sub-CPMK 2.4.3: Able to compile a matrix on PGRI and its networks in developing education and teaching staff in Indonesia by utilising science	varied lectures, discussions, and presentations	Written and/or oral project evaluation, group-based	8		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				and technology to educate the nation's children and able to adapt to the situations faced (C6)					
			CPMK 2.5: Able to evaluate examples of educators' behaviour in facing challenges in the era of disruption, the Fourth Industrial Revolution, and the 5A project by utilising science and technology in problem-solving, and able to adapt to	Sub-CPMK 2.5.1: Able to identify examples of educators' behaviour in facing challenges in the era of disruption, the Fourth Industrial Revolution, and the 5A project by utilising science and technology in problem-solving, as	varied lectures, discussions, and presentations	Assessment of written and/or oral project planning, conducted in groups	4	16	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			the situations faced	well as being able to adapt to the situations faced (C4)					
				Sub-CPMK 2.5.2: Able to evaluate examples of educators' behaviour in facing challenges in the era of disruption, the Fourth Industrial Revolution, and the 5A project by utilising science and technology in problem-solving, as well as being able to adapt to the	varied lectures, discussions, and presentations	Assessment of project implementation, written and/or oral, in groups	4		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				situations faced (C5)					
				Sub-CPMK 2.5.3: Able to create examples of educators' behaviour in facing challenges in the era of disruption, the Fourth Industrial Revolution, and the 5A project by utilising science and technology in problem-solving, as well as being able to adapt to the situations faced (C6)	varied lectures, discussions, and presentations	Written and/or oral project assessment, group-based	8		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
12	Technology-Based Entrepreneurship	PLO 1. Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God Almighty.	CPMK 1. Students are able to respond to all available information, events, and opportunities	Sub-CPMK 1.1 Able to apply design thinking in identifying problems and designing creative solutions based on products and services relevant to the needs of society and the environment	project-based learning	group assignments and discussions	10	10	4
			CPMK 2. Students are able to adapt, make decisions, and contribute actively to group discussions and collaborative activities during the	Sub-CPMK 2.1 Able to make appropriate decisions based on the analysis of information and data, and able to provide guidance in	project-based learning	tutorial	30	30	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			entrepreneurship process	selecting various alternative solutions independently.					
			CPMK 3. Students are able to demonstrate a sense of responsibility, empathy, and a passion for learning in completing the stages of the entrepreneurial process	Sub-CPMK 3.1 Take responsibility for their own work and be entrusted with responsibility for the organisation's work outcomes in the context of investor pitching	project-based learning	presentation	20	20	
		PLO 12. Evaluates and integrates concepts of religion, nationality, the constitution,	CPMK 4. Students are able to plan and establish innovative new business ventures, either individually or in	Sub-CPMK 4.1 Master the concept of designing a business model canvas and determine the	project-based learning	group assignments and discussions	10	10	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	groups	customer value proposition to generate revenue streams.					
				Sub-CPMK 4.2 Able to apply their expertise in designing business models as a means of problem-solving tailored to the situation at hand.	project-based learning	presentation	10	10	
			CPMK 5. Students are able to plan and establish innovative new businesses, either individually or in groups	Sub-CPMK 5.1 Able to apply the conversion of the business model canvas into planning, strategy formulation, and product prototype	project-based learning	group assignments and discussions	20	20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				design as solutions to problems in society.					
			CPMK 6. Students are able to develop a personal orientation that leads to business creation, enabling them to establish a business or become self-employed, and possess the individual self-confidence to achieve goal-oriented tasks	Sub-CPMK 6.1 Able to make appropriate decisions based on the analysis of information and data, to determine segmentation, targeting and positioning; design a marketing mix; and identify the external and internal business environment through SWOT analysis	project-based learning	Group work and discussions	10	10	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub-CPMK 6.2 Able to apply brand and digital marketing concepts by utilising the internet, mobile devices, social media, marketplaces, content creation, and landing page design to reach a wider, measurable and targeted audience.	lectures, discussions	individual assessment	10	10	
				Sub-CPMK 6.3 Master theoretical concepts in the field of human resources to	lectures, discussions	individual assessment	10	10	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				analyse job requirements and the supply chain, thereby being able to formulate business operations.					
				Sub-CPMK 6.4 Mastering theoretical concepts in finance, determining capital requirements and preparing financial projections	lectures, discussions	individual assessment	10	10	
				Sub-CPMK 6.5 Able to make appropriate decisions based on the analysis of	project-based learning	group assignments and discussions	10	10	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				information and data, and able to provide guidance in independently selecting various alternative solutions in the form of pilot products, demonstrating brand attributes on packaging, as well as drawing up business plans and testing their feasibility.					
			CPMK 7. Students are able to identify opportunities, evaluate them, and	Sub-CPMK 7.1 Able to make appropriate decisions based on	observation	question and answer	20	20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			take action on those opportunities	the analysis of information and data, and able to provide guidance in selecting various alternative solutions, both independently and in groups.					
			CPMK 8. Students are able to identify opportunities, evaluate them, and take action on those opportunities	Sub-CPMK 8.1 Able to apply the conversion of message delivery from the results of planning, strategy formulation, and product prototyping into material to be presented	project-based learning	group assignments and discussions	6	6	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
13	Community Service Program (KKN) – Problem Solving in the Community	PLO 1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	Possess a sense of national identity, love for the homeland, and respect for diversity	Possess a national perspective, love for the homeland, and respect for diversity	Field studies, discussions, action	Assignments	20	190 hours x 1 credit/2.1 hours/week: 4 credits	4 credits
	possess a responsible, honest, caring, and mutually respectful personality		possess a responsible, honest, caring, and mutually respectful personality	Field studies, discussions, practical work	Assignments	20			
	able to manage personal and environmental change, communicate, and motivate groups and communities		Able to interact socially with the community	Field studies, discussions, action	Assignments	20			
	PLO 12 Evaluate and integrate concepts of	Able to design work programmes and implement	Able to identify potential and issues	Field studies, discussions, action	Assignments	20			

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	them with full responsibility	Able to formulate a work plan	Field studies, discussions, action	Assignments	20		
				Ability to evaluate and compile reports and KKN outputs	Field studies, discussions, practical activities	Assignments	30		
		PLO 5 Able to formulate procedural	Able to collaborate in identifying potential, problems	Collaborate within a team to formulate work plans	Field studies, discussions, action	Assignments	30		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		problem-solving approaches, both independently and/or collaboratively, based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations (adaptive) in a responsible manner	and solutions through the application of science and technology and inter-professional cooperation						
				Collaborating in a team to implement the programme and prepare the Community Service Programme	Field studies, discussions, action	Assignments	30		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				(KKN) report					
14	Final Project	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	CPMK 1 Demonstrating enthusiasm and upholding academic ethics in the preparation of the final project report	Sub-CPMK 1 Demonstrating an enthusiastic attitude and upholding academic integrity in preparation of the final project report	discussions and	practical	T.1	S T1	n credits = (ST1 + ST3) / 45 hours rounded to 6
		PLO-4 Able to solve educational and learning	CPMK 2 Able to analyse educational and/or learning	Sub CPMK 2 Able to analyse educational and/or	discussion and project	project	T.2		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		problems procedurally by applying practical skills and primary school-related knowledge	problems procedurally by applying practical skills and primary school-related knowledge	learning problems procedurally by applying practical skills and primary school-related knowledge					
			CPMK 3 Able to solve educational and learning problems procedurally by applying practical skills and primary school knowledge	Sub CPMK 3 Able to design procedural steps for solving educational and learning problems by applying practical skills and primary school-related knowledge	discussions and projects	project	T.4		
				Sub-CPMK 4 Able to solve educational and learning problems	discussions and projects	project	T.5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				procedurally by applying practical skills and primary school knowledge based on a research design					
		PLO-8 Establishing oral and written communication regarding innovative designs and works on education, learning and curriculum content in primary schools by utilising science and	CPMK 4 Establishing oral and written communication regarding innovative designs and works on education, learning and curriculum content in primary schools by utilising science and	Sub-CPMK 5: Developing oral communication regarding innovative designs and works on education, learning and curriculum content in primary schools by utilising science and technology	discussion and project	Project	T.6		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		technology	technology	Sub-CPMK 6: Developing written communication of innovative works in the form of scientific papers or dissertations on education, learning and curriculum content in primary schools by utilising science and technology in the form of	discussions and projects	project	T.7	S T3	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
15	Basic Mathematical Concepts	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrating honesty in discussions regarding the subject matter of basic mathematical concepts	Sub-CPMK 1: Demonstrating honesty in discussions regarding basic mathematical concepts	Cultivating an attitude of honesty when discussing material on mathematical logic, sets, relations and functions	Observation	7	14	3
			CPMK 2: taking responsibility for completing tasks relating to basic mathematical concepts	Sub-CPMK 2: responsible for completing tasks related to basic mathematical concepts	cultivating a sense of responsibility when completing case study tasks and during presentations	Observation	7		
		PLO-2: Analysing theoretical concepts of education, learning,	CPMK 3: Analysing mathematical logic concepts in depth and formulating	Sub-CPMK 3: Examining mathematical logic concepts in depth	Discussion	written test	20	120	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		assessment, technology and curriculum content in primary schools in depth, and formulating procedural problem-solving strategies.	procedural solutions to mathematical logic problems	Sub CPMK 4: Correctly formulating procedural solutions to problems in mathematical logic	case studies and presentations	written test and practical demonstration	20		
			CPMK 4: Analysing mathematical logic concepts in depth and formulating procedural solutions to problems in mathematical set theory	Sub-CPMK 5: Analysing mathematical set concepts in depth	Discussion	written test	20		
				Sub-CPMK 6: Correctly formulating procedural problem-solving approaches for set theory	case studies and presentations	written test and practical demonstration	20		
			CPMK 5: Examining	Sub CPMK 7: In-depth examination	Discussion	written test	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			mathematical logic concepts in depth and formulating procedural solutions to problems involving relations and functions	of the concepts of relations and functions					
			solutions to problems involving relations and functions	Sub-CPMK 8: correctly formulating solutions to procedural problems involving relations and functions	case studies and presentations	written tests and practical demonstrations	20		
16	Arithmetic and Algebra	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of	CPMK 1: Demonstrating honesty in discussions	Sub-CPMK 1: Demonstrating honesty in discussions	Instilling an attitude of honesty during discussions	Observation	7	14	2
			CPMK 2: taking responsibility for completing tasks	Sub-CPMK 2: taking responsibility for completing tasks	cultivating a sense of responsibility when completing case study tasks	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		devotion to God the Almighty			and during presentations				
		PLO-2: Analysing theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools in depth, and formulating procedural problem-solving strategies.	CPMK 3: Analysing arithmetic concepts in depth and formulating solutions to arithmetic problems	Sub-CPMK 3: Explaining basic arithmetic concepts	Discussion	written test	9	78	
				Sub CPMK 4: Analysing basic arithmetic concepts	Discussion	written test	15		
				Sub-CPMK 5: Formulating procedural solutions to problems related to basic arithmetic concepts	case studies and presentations	written test and practical demonstration	15		
			CPMK 4: Examining arithmetic concepts in depth and formulating	Sub-CPMK 6: Explaining algebraic concepts	Discussion	written test	9		
				Sub-CPMK 7: Analysing	Discussion	written test	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			solutions to algebraic problems	algebraic concepts Sub-CPMK 8: Formulating procedural solutions to algebra-related problems	case studies and presentations	written test and practical demonstration	15		
17	Geometry and measurement in Elementary School	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrating honesty in discussions CPMK 2: taking responsibility for completing tasks	Sub-CPMK 1: Demonstrating honesty in discussions Sub-CPMK 2: taking responsibility for completing tasks	Instilling an attitude of honesty during discussions cultivating a sense of responsibility when completing case study tasks and during presentations	Observation Observation	7 7	14	2
		PLO-2: Analysing theoretical concepts of	CPMK 3: Analysing geometric concepts	Sub-CPMK 3: Explaining geometric concepts	Discussion	Quiz	15	80	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		education, learning, assessment, technology and curriculum content in primary schools in depth, and formulating procedural problem-solving strategies.	in primary schools in depth and formulating procedural problem-solving strategies.	in primary schools					
		education, learning, assessment, technology and curriculum content in primary schools in depth, and formulating procedural problem-solving strategies.		Sub CPMK 4: Formulating procedural problem-solving strategies related to geometric concepts in primary school	Case studies and presentations	written tests and practical demonstrations	25		
		education, learning, assessment, technology and curriculum content in primary schools in depth, and formulating procedural problem-solving strategies.	CPMK 4: Examining measurement concepts in primary schools in depth and formulating procedural	Sub-CPMK 5: Analysing measurement concepts in primary schools	Discussion	written test	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			problem-solving strategies.						
				Sub-CPMK 6: Formulating procedural problem-solving strategies related to measurement concepts in primary schools	case studies and presentations	written test and practical demonstration	25		
18	Basic Statistics	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrating honesty in discussions	Sub-CPMK 1: Demonstrating honesty in discussions	Instilling an attitude of honesty during discussions	Observation	7	14	2
			CPMK 2: responsible for completing tasks	Sub-CPMK 2: taking responsibility for completing tasks	cultivating a sense of responsibility when completing case study tasks and during presentations	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		PLO-2: Analysing in depth the theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools, and formulating procedural solutions to problems.	CMPK 3: Examining theoretical concepts of descriptive statistics in depth	Sub-CMPK 3: Explaining the basic concepts of statistics	Discussion	Quiz	3	78	
				Sub-CMPK 4: analysing appropriate methods of presenting statistical data	case studies and presentations	written tests and practical demonstrations	5		
				Sub-CMPK 5: creating frequency distribution tables	Problem-Based Learning	Authentic Assessment	10		
				Sub-CMPK 6: analysing data using measures of central tendency	Problem-Based Learning	Authentic Assessment	15		
				Sub-CMPK 6: analysing data using measures of	Problem-Based Learning	Authentic Assessment	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				position				14	3
				Sub CPMK 6: analysing data using measures of dispersion	Problem-Based Learning	Authentic Assessment	15		
			CPMK 4: formulating procedural solutions to problems related to descriptive statistics	Sub CMPK 7: formulating procedural solutions to problems related to descriptive statistics	Flipped Classroom	portfolio	15		
19	Mathematics Learning in Elementary School	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of	CPMK 1: Demonstrating honesty in discussions	Sub-CPMK 1: Demonstrating honesty in discussions	Instilling an attitude of honesty during discussions	Observation	7	14	3
			CPMK 2: taking responsibility for completing tasks	Sub-CPMK 2: taking responsibility for completing tasks	cultivating a sense of responsibility when completing case study tasks	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		devotion to God the Almighty			and during presentations				
		PLO-2: Analysing theoretical concepts of education, learning, assessment, technology and curriculum content	CPMK 3: examining the concepts of the nature of mathematics, mathematics learning, mathematical	Sub-CPMK 3: Analysing the concepts of the nature of mathematics and the nature of mathematics learning	Discussion	Quiz	5	15	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		in primary schools in depth, and formulating procedural problem-solving strategies.	problem-solving, approaches, models, and methods of mathematics learning in depth	Sub CPMK 4: Formulating procedural problem-solving strategies in primary school mathematics problem-solving lessons	case studies and presentations	written test and practical demonstration	10		
		PLO-3: Able to apply theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative,	CPMK 4: Designing, implementing and evaluating mathematics learning in primary schools based on logical, critical, creative,	Sub-CPMK 5: Designing mathematics learning in primary schools based on logical, critical, creative, innovative, systematic	Project-Based Learning	portfolio	30	110	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		systematic thinking, and adapt to changing situations.	innovative, systematic thinking and adaptation to changing situations.	thinking, and the ability to adapt to changing situations.					
				Sub CPMK 6: Demonstrating mathematics teaching in primary schools based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations.	demonstrations and practicals	portfolio	50		
				Sub-CPMK 7: evaluating mathematics teaching in primary schools based on	Project-Based Learning	portfolio	30		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				logical, critical, creative, innovative, systematic thinking, and the ability to adapt to changing situations.					
20	Basic Concepts of Physics Science	PLO-1: Demonstrating character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Able to demonstrate honesty in discussions on Basic Concepts of Physics CPMK 2: Able to demonstrate responsible behaviour in discussions on Basic Concepts of Physics	Sub-CPMK 1: Demonstrating honesty in discussions on Basic Concepts of Physics Sub-CPMK 2: Demonstrating responsible behaviour in discussions on Basic Concepts of Physics	Fostering honesty in discussions on the fundamental concepts of physics Cultivating responsible behaviour in discussions on Basic Concepts of Physics	Observation Observation	7 7	14	3

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		PLO-2: Analysing theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools in depth, and formulating procedural solutions to problems.	CPMK 3: Able to analyse concepts of measurement, quantities and units, work, force, light and optical instruments, sound, the Earth and the solar system, as well as electricity and magnetism	Sub-CPMK 3: Explaining concepts of measurement, quantities and units, work, force, light and optical instruments, sound, the Earth and the solar system, and electricity and magnetism in depth	Discussions, case studies and presentations	Written test	20	120	
				Sub CPMK 4: Applying the concepts of measurement, quantities and units, work, force, light and optical instruments, sound,	Discussions, case studies and presentations	Written test	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				the Earth and the solar system, and electricity and magnetism in depth					
				Sub CPMK 5: Examining the concepts of measurement, quantities and units, work, force, light and optical instruments, sound, the Earth and the solar system, and electricity and magnetism in depth	Discussions, case studies and presentations	Written test	20		
			CPMK 4: Formulating procedural problem-solving	Sub-CPMK 6: Formulating procedural problem-solving	Practical	Practical Report	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			through practical work on measurement, quantities and units, work, force, light and optical instruments, sound, the Earth and the solar system, and electricity and/or magnetism	through practical work on measurement concepts, quantities and units, work, force, and/or energy  Sub-CPMK 7: Formulating procedural problem-solving through practical work on the concepts of light and optical instruments, sound, the Earth and the solar system, and electricity and/or magnetism		Practical	20		
						Practical Report			

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub CPMK 8: Formulating procedural problem-solving through simple science experiments correctly	Practical	Practical Report	20		
21	MK-2: Basic Concepts of Biology Science	PLO-1: Demonstrating character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Able to demonstrate honesty in discussions on the Basic Concepts of Biology	Sub-CPMK 1: Demonstrating honesty in discussions on Basic Concepts of Biology	Cultivating honesty in discussions on the Basic Concepts of Biology	Observation	7	14	3
			CPMK 2: Able to demonstrate responsible behaviour in discussions on Basic Concepts of	Sub-CPMK 2: Demonstrating responsible behaviour in discussions on Basic Concepts of	Cultivating responsible behaviour in discussions on Basic Concepts of Biology	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			Biology	Biology					
		PLO-2: Analysing theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools in depth, and formulating procedural solutions to problems.	CPMK 3: Able to analyse concepts relating to the characteristics of living organisms, biodiversity, ecology, anatomy and physiology, diseases and their transmission, contemporary issues in living organisms, and biotechnology	Sub-CPMK 3: Explaining the concepts of the characteristics of living organisms, biodiversity, ecology, anatomy and physiology, diseases and their transmission, issues in contemporary life processes, and biotechnology in depth	Discussions, case studies and presentations	Written test	30	120	
				Sub CPMK 4: Examining the concepts of the characteristics of living organisms,	Discussions, case studies and presentations	Written test	30		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				biodiversity, ecology, anatomy and physiology, diseases and their transmission, issues in contemporary life processes, and biotechnology in depth					
			CPMK 4: Formulating procedural problem-solving through practical work on the concepts of characteristics of living organisms, biodiversity, ecology, anatomy	Sub-CPMK 5: Formulating procedural problem-solving through practical work on plant tissue structure and respiration in living organisms (animals and plants)	Practical	Practical Report	20		
				Sub-CPMK 6:	Practical	Practical	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			and physiology, diseases and their transmission, issues in contemporary life processes, and/or biotechnology	Formulating procedural problem-solving through practicals on food testing		Report			
				Sub CPMK 7: Formulating procedural problem-solving through a practical on the effects of household waste on the environment	Practical	Practical Report	20		
22	MK-5: Science Learning in Elementary School	PLO-1: Demonstrating character and conduct that reflect adaptability, enthusiasm and integrity as an	CPMK 1: Able to demonstrate honesty in discussions on Science Learning in Primary School	Sub-CPMK 1: Demonstrating honesty in Science lessons at primary school	Cultivating honest character in Science Learning discussions at primary school	Observation	7	14	3
			CPMK 2: Able to	Sub-CPMK 2:	Cultivating	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		expression of devotion to God the Almighty	demonstrate responsible behaviour in Science lessons at primary school	Demonstrating responsible behaviour in Science lessons at primary school	responsible behaviour in Science lessons at primary school				
		PLO-2: Analysing theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools in depth, and formulating procedural solutions to problems.	CPMK 3: Examining the concepts of the nature of primary school science learning, the functions and objectives of primary school science learning, the development of primary school science teaching modules, primary school science	Sub-CPMK 3: Analysing the concept of the nature of science learning, as well as the functions and objectives of primary school science learning	Discussion	Quiz	5	10	
				Sub CPMK 4: Analysing the development of primary school science teaching materials, primary	Discussion	Quiz	5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			teaching materials, the development of primary school science learning media, the development of assessment in primary school science learning, and science process skills in primary school science learning	school science learning media, assessment in primary school science learning, and scientific process skills in primary school science learning					
		PLO 3: Able to apply theoretical concepts to design, implement and evaluate learning in primary schools based on logical,	CPMK 4: Design, implement and evaluate science learning in primary schools based on logical, critical, creative,	Sub-CPMK 5: Designing science learning in primary schools based on logical, critical, creative, innovative,	Project-Based Learning	Portfolio	30	110	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		critical, creative, innovative, systematic thinking, and adapt to changing situations.	innovative, systematic thinking, and adapt to changing situations.	systematic thinking, and adapting to changing situations.					
				Sub CPMK 6: Demonstrating science teaching in primary schools based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations.	Demonstration and simulation of teaching practice	Performance	50		
				Sub-CPMK 7: Evaluating science teaching in primary schools based on logical, critical,	Project-Based Learning	Portfolio	30		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				creative, innovative, systematic thinking, and the ability to adapt to changing situations.					
23	MK-3: Environmental Education	PLO-1: Demonstrates character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Able to demonstrate honesty in discussions on Environmental Education	Sub-CPMK 1: Demonstrating honesty in Environmental Education discussions	Cultivating honest character in Environmental Education discussions	Observation	7	14	2
			CPMK 2: Able to demonstrate responsible behaviour in Environmental Education discussions	Sub-CPMK 2: Demonstrating responsible behaviour in Environmental Education discussions	Cultivating responsible behaviour in Environmental Education discussions	Observation	7		
		PLO-2: Analysing	CPMK 3: Able to	Sub-CPMK 3:	Discussions, case	Written test	20	75	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools in depth, and formulating procedural solutions to problems.	examine the basic concepts of environmental education, the relationship between humans and the environment, environmental issues and their solutions, natural resources, renewable energy projects, environmental ethics and health, the impact of human behaviour on nature and globalisation,	Explain the basic concepts of environmental education, the relationship between humans and the environment, environmental issues and their solutions, natural resources, renewable energy projects, environmental ethics and health, the impact of human behaviour on nature and globalisation,	studies and presentations				

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			water, air and soil pollution, and waste and refuse management	water, air and soil pollution, and waste management					
				Sub-CPMK 4: Applying environmental ethics and health, as well as waste and effluent management in depth	Discussions, case studies and presentations	Written test	20		
				Sub-module CPMK 5: An in-depth examination of environmental issues and their solutions, natural resources, renewable energy projects,	Discussions, case studies and presentations	Written test	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				environmental ethics and health, the impact of human behaviour on the natural world and globalisation, and water, air and soil pollution					
			CPMK 4: Formulating procedural problem-solving approaches through recycling projects	Sub CPMK 6: Formulating procedural problem-solving through the careful design of recycling projects	Project Design	Demonstration	15		
				Sub-CPMK 7: Formulating procedural problem-solving	Project	Demonstration	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				through a meticulously designed recycling project					
24	MK-3: Science and Technology	PLO-1: Demonstrating character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Able to demonstrate honesty in Science and Technology discussions	Sub-CPMK 1: Demonstrates honesty in Science and Technology discussions	Cultivating honest character in Science and Technology discussions	Observation	7	14	2
			CPMK 2: Able to demonstrate responsible behaviour in Science and Technology discussions	Sub-CPMK 2: Demonstrating responsible behaviour in Science and Technology discussions	Cultivating responsible behaviour in Science and Technology discussions	Observation	7		
		PLO-2: Analysing theoretical concepts of education,	CPMK 3: Able to analyse introductory concepts of	Sub-CPMK 3: Explaining introductory concepts of	Discussions, case studies and presentations	Written test	20	75	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		learning, assessment, technology and curriculum content in primary schools in depth, and formulating procedural solutions to problems.	science, technology, society, the role of science and technology in society, the development of the scientific and technological revolution, science and technology learning in primary schools, and science and technology literacy in primary schools	science, technology, society, and the role of science and technology in society in depth					
				Sub CPMK 4: Applying the developments of the scientific and technological revolution in depth	Discussions, case studies and presentations	Written test	20		
				Sub-CPMK 5: In-depth examination of the application of science and technology literacy in primary schools	Discussions, case studies and presentations	Written test	20		
			CPMK 4: Formulating	Sub-CPMK 6: Formulating	Project Design	Demonstration	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			procedural problem-solving through science, technology and society projects	procedural problem-solving through the careful design of science, technology and society projects					
				Sub-CPMK 7: Formulating procedural problem-solving through science, technology and society projects in a thorough manner	Project	Demonstration	15		
25	Basic Concepts of Social Studies	PLO-1 demonstrating character and conduct that reflect adaptability, enthusiasm and	CPMK 1: demonstrating an enthusiastic attitude when discussing the core concepts of Social Studies	Sub-CPMK 1: Demonstrating an enthusiastic attitude when discussing the core concepts of Social Studies	cultivating an enthusiastic attitude during discussions on basic IPS concepts	Performance	15	15	3

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		integrity as an expression of devotion to God the Almighty	CPMK 2: demonstrating integrity in exploring and presenting basic social studies concepts	Sub-CPMK 2: demonstrating integrity in exploring and presenting core social studies concepts	fostering an attitude of integrity during discussions and presentations of basic IPS concepts	attitude	15	15	
		PLO-2 Analysing theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools in depth, and formulating procedural problem-solving	CPMK 3: examining the nature, characteristics, and scope of Social Studies as an educational programme.	Sub-CPMK 3: examining the nature and characteristics of Social Studies as an educational programme	lecture assignment	RTM assignment	5	10	
				Sub-CPMK 4: examining the scope of Social Studies as an educational programme in	quiz	quiz	5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		strategies.		primary schools					
			CPMK 4: examining the fundamental concepts of Social Studies in depth	Sub-CPMK 5: In-depth examination of the basic concepts of History	discussion presentation	Mid-term exam questions	5	30	
				Sub-module CPMK 6: In-depth analysis of fundamental economic concepts	discussion presentation	Mid-term exam questions	5		
				Sub-CPMK 7: In-depth study of the basic concepts of Geography	discussion presentation	Final Exam Questions	5		
				Sub-CPMK 8: In-depth examination of the basic concepts of Sociology	discussion presentation	Final exam questions	5		
				Sub-CPMK 9: In-depth examination	discussion presentation	Final Exam Questions	5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				of the basic concepts of politics					
				Sub-module CPMK 10: In-depth examination of the basic concepts of Anthropology	discussion presentation	Final Exam Questions	5		
			CPMK 5: Formulating procedural solutions to problems related to the application of IPS concepts	Sub-CPMK 11: analysing social issues related to the application of IPS concepts	case study	project	20	40	
				Sub-CPMK 12: formulating procedural solutions to social problems related to the application of IPS concepts	case study	project	20		
26	Social Studies	"PLO-1	"CPMK 1:	Sub-CPMK 1:	instilling an	performance	20	20	3

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
	Learning in Elementary School	demonstrating character and manners that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty"	demonstrates an enthusiastic attitude when discussing the content of the Social Studies learning components"	Demonstrating an enthusiastic attitude when discussing Social Studies learning materials	enthusiastic attitude in discussions of IPS learning component material	attitude			
		PLO-2: To examine in depth the theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools, and to formulate	CPMK 2: examining key components of Social Studies learning in primary schools	Sub-CPMK 2: examining learning objectives/outcomes in the Social Studies curriculum at primary school	lecture	Mid-term exam questions	5	30	
				Sub-CPMK 3: explaining the social studies teaching model in primary schools	discussion presentation	quiz	5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		procedural solutions to problems.		sub CPMK 4:: examining the appropriate learning model to achieve specific social studies learning objectives	examining the appropriate learning model to achieve specific social studies learning objectives	Mid-term exam question	5		
				sub CPMK 5: describing types of social studies learning media in primary schools	assignment presentation	RTM assignment	5		
				Sub-CPMK 6: Analysing the appropriateness of teaching materials in a social studies lesson at primary school	Practical session on creating learning materials	learning materials	5		
				Sub-CPMK 7:	Practical session	product:	5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				examining the comprehensiveness of assessment in a lesson plan (teaching module) in relation to learning objectives	on creating learning assessments	learning assessment			
			CPMK 3: formulating solutions to procedural problems related to social studies learning in primary schools	sub-CPMK 8: analysing procedural problems related to social studies learning in primary schools	case study	Product: report	5	10	
				Sub-CPMK 9: Formulating solutions to procedural problems related to social studies	case study	Output: report	5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				learning in primary schools					
		PLO-3 applying theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative, systematic thinking, and adapting to changing situations.	CPMK 4: applying theoretical concepts to design, implement and evaluate social studies learning in primary schools based on logical, critical, creative, innovative, systematic thinking and adaptation to changing situations.	Sub-CPMK 10: Designing social studies learning in the form of teaching modules	lecture assignments	Output: teaching modules	10	60	
	Sub-CCPMK 11: delivering the designed social studies lessons through peer teaching			practical	demonstration	40			
	sub CPMK 12: evaluating the social studies lessons that have been delivered based on logical, critical, creative,			lecture assignment	output: evaluation results	10			

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				innovative, systematic thinking, and adapting to changing situations.					
27	Basic Concepts of Civic Education	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God the Almighty	CPMK 1 Demonstrating an enthusiastic attitude when discussing the core concepts of Civic Education	Sub-CPMK 1 Demonstrates an enthusiastic attitude when discussing basic concepts of Civic Education	Cultivating an enthusiastic attitude when discussing topics on citizenship, the state, the constitution, democracy, Pancasila as the ideological foundation, human rights, and the system of government	Observation	7	14	2
			CPMK 2	Sub-CPMK 2	Instilling a sense	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			Demonstrates a sense of responsibility in completing the tasks for the Basic Concepts of Civic Education course	Demonstrating a sense of responsibility in completing assignments for the Basic Concepts of Civic Education course	of responsibility in completing case study assignments and presenting the results of these assignments				
		PLO-2 In-depth examination of theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools, as well as	CPMK 3 Examining the concepts of citizenship, the state, the constitution, democracy, Pancasila as the ideological foundation, Human Rights, and the System of	Sub-CPMK 3 Explaining the concepts of citizenship, the state, the constitution, democracy, Pancasila as the ideological foundation, human rights, and the system of	quizzes, assignments	essay questions	15	70	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		formulating procedural problem-solving strategies.	Government	government					
				Sub-CPMK 4 Examining the concepts of citizenship, the state, the constitution, democracy, Pancasila as the ideological foundation, human rights, and the system of government	Mid-term	essay questions	15		
			CPMK 4 Designing solutions to procedural issues regarding human rights, globalisation and national	Sub-CPMK 5 Designing procedural solutions to issues concerning human rights	project	project	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			challenges	Sub-CPMK 6 Designing procedural solutions to issues of globalisation and national challenges	Final Exam	essay question	20		
28	Civic Education Learning for Elementary School	PLO-1 Able to demonstrate character and manners that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God the Almighty	CPMK 1 Demonstrating honesty when carrying out Civic Education tasks at primary school	Sub-CPMK 1 Demonstrating honesty when carrying out Civic Education (PKN) learning tasks at primary school	Instilling an attitude of honesty when carrying out Civic Education (PKN) learning tasks at primary school	Observation	7	7	3
		PLO-2 To examine in depth the	CPMK 2 Examining the nature of Civic	Sub-CPMK 2 Analysing the nature of Civic	quizzes, assignments	essay questions	5	20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools, and to formulate procedural solutions to problems.	Education in primary schools, Civic Education teaching in primary schools, approaches, models, methods, and teaching materials for Civic Education in primary schools	Education in primary schools, Civic Education teaching in primary schools, and appropriate approaches, models, methods, and media for teaching Civic Education in primary schools					
			CPMK 3 Formulating procedural problem-solving approaches in Civic Education (PKN) lessons at primary school	Sub-CPMK 3 Designing procedural problem-solving regarding the implementation of Civic Education (PKN) in primary	Mid-term exam	essay questions	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				schools					
		PLO 3 Able to apply theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative, systematic thinking, and adapt to changing situations.	CPMK 4 Design, implement and evaluate Civic Education (PKN) learning in primary schools based on logical, critical, creative, innovative and systematic thinking, and adapt to changing situations.	Sub-CPMK 4 Developing primary school Civic Education teaching resources, including teaching modules, media, teaching materials, and assessment instruments, based on logical, critical, creative, innovative, systematic, and adaptable thinking in response to changing situations.	Project	Project	30	110	
				Sub CPMK 5 Implementing the	Project	Project	50		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Civic Education (PKN) teaching materials at primary schools that have been developed based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations.					
				Sub-CPMK 6 Evaluating PKN learning in primary schools based on logical, critical, creative, innovative,	Final Exam	essay questions	30		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				systematic thinking, and adaptability to changing situations.					
29	Basic Concepts of Indonesian Language and Literature	PLO-1 demonstrates character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1 demonstrates an honest attitude in discussions regarding the subject matter of the basic concepts of Indonesian language and literature	Sub-CPMK 1: demonstrates honesty in discussions regarding the subject matter of the basic concepts of Indonesian language and literature	Cultivating an attitude of honesty when discussing topics on the history of language, language acquisition, linguistics, and children's literature	Observation	7	14	3
			CPMK 2: taking responsibility for completing tasks on the basic concepts of Indonesian	Sub-CPMK 2: responsible for completing tasks related to the basic concepts of the	cultivating a sense of responsibility when completing case study tasks and during	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			language and literature	Indonesian language and literature	presentations				
		PLO-2 Analysing theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools in depth, and formulating procedural solutions to problems.	CPMK 3: Analysing concepts of language and linguistics and their application	Sub-CPMK 3: Analysing concepts of language, the history of language, language varieties, and language acquisition	Discussion	written test	20	120	
				Sub CPMK 4: Examining the linguistic levels of language, ranging from phonology, morphology, syntax, and semantics as sentence constructions	Discussion	written test	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub CPMK 5: Formulating the highest linguistic level, namely discourse, whilst taking into account the rules of contextual discourse construction	case studies and presentations	written test and practical demonstration	20		
			CPMK 4: Formulating children's literature and its genres	Sub-CPMK 6: Analysing the periodisation of Indonesian literature	Discussion	written test	20		
				Sub-CPMK 7: Examining the importance of children's literature in children's lives	Discussion	written test	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub-CPMK 8: Formulating a study of genres in children's literature	case studies and presentations	written test and practical demonstration	20		
30	Indonesian Language Proficiency	PLO-1 demonstrates character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty	CPMK 1: demonstrates enthusiasm when discussing Indonesian language skills	Sub-CPMK 1: demonstrates enthusiasm when discussing Indonesian language skills	fostering an enthusiastic attitude during discussions on Indonesian language skills	Observation	7	14	2
			CPMK 2: demonstrating integrity in exploring and presenting Indonesian	Sub-CPMK 2: demonstrating integrity in exploring and presenting material on Indonesian	cultivating an attitude of integrity during discussions and presentations/demonstrations of	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits	
-1	-2	-3	-4	-5			-6	-7	-8	
			language skills material	language proficiency	language proficiency					
		PLO-8 Establishing oral and written communication regarding innovative designs and works on education, learning and curriculum content in Primary Schools by utilising science and technology	CPMK 3: Able to analyse the urgency of Indonesian language and literary skills	Sub-CPMK 3: Able to analyse the concept of language proficiency	case studies and presentations	written test	5	80		
				Sub CPMK 4: Able to evaluate the urgency of language proficiency	case studies and presentations	written test	5			
				CPMK 4: Able to analyse language skills and apply them	Sub-CPMK 5: Able to analyse listening skills and put them into practice	performance	written test and practical demonstration			15
					Sub-CPMK 6: Able to analyse speaking skills and put them into practice	performance test	written test and practical demonstration			15

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub CPMK 7: Able to analyse reading skills and apply them	practical demonstration	written test and practical demonstration	15		
				Sub CPMK 8: Able to analyse writing skills and apply them	performance test	written test and practical demonstration	15		
			CPMK 5: Able to analyse literacy and appreciation	Sub-CPMK 9: Able to analyse types of literacy	analysing types of literacy	written test	5		
				Sub-CPMK 10: Able to analyse the stages of literary appreciation	case studies and presentations	written test	5		
31	Children's Literature Appreciation	PLO-1 demonstrates character and conduct that reflect adaptability,	CPMK 1: demonstrates an enthusiastic attitude when discussing children's literature	Sub-CPMK 1: demonstrates an enthusiastic attitude when discussing children's literature	Cultivating an enthusiastic attitude during discussions on children's	Observation	7	14	3

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		enthusiasm and integrity as an expression of devotion to God the Almighty	appreciation material CPMK 2: demonstrating integrity in exploring and presenting children's literature appreciation material	appreciation material Sub-CPMK 2: demonstrating integrity in exploring and presenting children's literature appreciation material	literature appreciation cultivating an attitude of integrity during discussions and presentations/demonstrations of children's literature appreciation material	Observation	7		
		PLO-8 Establishing oral and written communication regarding innovative designs and works on education, learning	CPMK 3: Able to analyse approaches to children's literary appreciation CPMK 4: Able to design receptive literary	Sub-CPMK 3: Analysing approaches to children's literature appreciation Sub-CPMK 4: Designing a receptive	presentation demonstration	written test performance	10 20	130	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		and curriculum content in Primary Schools by utilising science and technology	appreciation activities	appreciation of children's poetry					
				Sub-CPMK 5: Designing a receptive appreciation of children's prose	work demonstration	performance	20		
				Sub CPMK 6: designing a receptive appreciation of children's drama works	work demonstration	performance	20		
			CPMK 5: Able to design productive appreciation of literary works	Sub-CPMK 7: designing productive appreciation of children's poetry	performance indicators	performance	20		
				Sub-CPMK 8: Designing	demonstration	demonstration	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				productive appreciation of children's prose					
				Sub-CPMK 9: designing productive appreciation of children's drama	work demonstration	demonstration	20		
34	Indonesian Language Learning in Elementary School	PLO-1 demonstrates character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: demonstrates an enthusiastic attitude when discussing Indonesian language learning materials	Sub-CPMK 1: demonstrates an enthusiastic attitude when discussing Indonesian language learning materials	Fostering an enthusiastic attitude during Indonesian language learning discussions	Observation	7	14	3
			CPMK 2: demonstrating integrity in exploring and presenting	Sub-CPMK 2: demonstrating integrity in exploring and presenting	cultivating an attitude of integrity during discussions and presentations/dem	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			Indonesian language learning materials	Indonesian language learning materials	demonstrations of Indonesian language learning				
		PLO-3: Able to apply theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative and systematic thinking, and adapt to changing situations.	CPMK 3 Able to analyse the nature of Indonesian language and literature learning in primary schools	Sub-CPMK 3: analysing the concept of Indonesian language and literature learning in primary schools	discussion and presentation	written test	10	120	
				Sub CPMK 4: analysing approaches, models and methods of teaching Indonesian language and literature in primary schools	case studies and presentations	written test	10		
			CPMK 4 Able to	Sub-CPMK 5:	case studies and	written test	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			develop Indonesian language teaching materials for primary schools	developing teaching materials for Indonesian language at primary school	presentations				
				Sub-CPMK 6: developing children's literature teaching materials for primary schools	case studies and presentations	written test	10		
			CPMK 5 Able to simulate teaching Indonesian language and literature in phases A, B and C	Sub-CPMK 7: Simulating the teaching of Indonesian language and literature in Phase A	demonstration	performance	20		
				Sub-CPMK 8: simulating the teaching of	demonstration	demonstration	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Indonesian language and literature in phase B					
				Sub-CPMK 9: simulating the teaching of Indonesian language and literature in Phase C	demonstration	demonstration	20		
		PLO-4 Able to solve educational and learning problems procedurally by applying practical skills and primary school-specific knowledge	CPMK 6 Able to design solutions to problems in the teaching of Indonesian language and literature in primary schools	Sub-CPMK 10: identifying problems in the teaching of Indonesian language and literature in primary schools	case studies and presentations	written test	10		
				Sub-CPMK 11:	case studies and	written test	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Designing solutions to problems in the teaching of Indonesian language and literature in primary schools	presentations				
35	Primary School Coding Education	PLO-1 demonstrates character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: demonstrates honesty, responsibility and adaptability in analysing Primary School Coding Education and creating Primary School Coding Education works	Sub-CPMK 1: demonstrates honesty in studying Primary School Coding Education and creating works of Primary School Coding Education	Cultivating honesty in analysing primary school coding lessons and creating primary school coding lesson materials	Observation	7	14	3
				Sub-CPMK 2 demonstrates a responsible character in analysing primary	Cultivating a responsible attitude in analysing primary school coding	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				school coding lessons and creating primary school coding lesson materials	lessons and creating primary school coding lesson materials				
		PLO-2 Analyses theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools in depth and is able to formulate procedural problem-solving strategies.	CPMK 2 Analyses the concept of Computational Thinking (CT) and its application in primary school learning.	Sub-CPMK 3 Explaining the definition, elements, and simple examples of Computational Thinking in the context of primary schools.	Discussion, case studies and presentations	Written Test	10	20	
				Sub-CPMK 4: Identifying the challenges and opportunities of implementing CT in primary school	Discussion, case studies and presentations	Written test	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				classrooms through case studies.					
		PLO 5: PLO 5 Able to formulate procedural problem-solving approaches, both independently and/or collaboratively, based on logical, critical, creative, innovative, systematic, and adaptive thinking in response to changing situations (adaptive), grounded in the 5A values (anti-	CPMK 3 Applying the elements of Computational Thinking (decomposition, patterns, abstraction, algorithms) in designing learning activities in primary schools.	Sub-CPMK 5 Demonstrating the use of elements of Computational Thinking in primary school learning.	Practical	Performance	40	50	
			CPMK 4 Analysing the concept of Critical Thinking and its relationship with Computational Thinking in learning.	Sub-CPMK 6 Comparing the characteristics of Critical Thinking and Computational Thinking in the context of learning.	Practice	Demonstration	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice.							
		PLO-9 Able to design, manage, and run a business in the field of	CPMK 5 Developing basic programming materials suitable	Sub-CPMK 7: Creating simple coding projects using block-based	Practical	Demonstration	10	50	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		primary education based on local wisdom and lifelong learning	for primary school pupils based on Computational Thinking.	programming					
				Sub-CPMK 8: Assessing the suitability of programming materials for the cognitive level of primary school pupils	Discussion, case studies and presentations	Written Test	10		
			CPMK 6 Designing learning that integrates Critical Thinking and Computational Thinking in primary schools.	Sub-CPMK 9: Developing learning resources that combine CT and Critical Thinking	Discussions, case studies and presentations	Portfolio	10		
				Sub-CPMK 10: Simulating integrated learning of CT and Critical Thinking in	Practical	Documentation	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				schools.					
			CPMK 7 Evaluating the role of teachers in the development of Computational Thinking in primary school learning.	Sub-CPMK 11: Developing a teacher self-development plan to enhance CT skills	Discussion, case studies and presentations	Portfolio	10		
36	Dance and Drama Arts Education	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrates a responsible attitude in carrying out tasks and preparing for dance and drama performances	Sub-CPMK 1: Demonstrating a responsible attitude in completing dance and drama tasks	Instilling a sense of responsibility in studying dance forms individually	Observation	6	12	2
			CPMK 2: Demonstrating an attitude of honesty	Sub-CPMK 2: Demonstrating a responsible attitude	Instilling an attitude of honesty in	Observation	6		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			in carrying out tasks and preparing for dance and drama performances	in completing dance and drama tasks	studying dance forms individually				
		PLO-2: Analysing in depth the theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools, and being able to formulate solutions to procedural problems.	CPMK 3: Explaining the concepts of dance and drama education in primary schools	Sub-CPMK 3: Explaining the concepts of dance and drama education in primary schools	Discussion	Quiz	3	33	
				Sub CPMK 4: Explaining the basics of dance	Discussion	Quiz	3		
			CPMK 4: Demonstrating dance and drama appreciation material	Sub-CPMK 5: Demonstrating dance and drama material (appreciation of	Practical	Performance	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				dance and drama)					
			CPMK 5: Explaining the basic and supporting elements of dance and drama	Sub CPMK 6: Explaining the basic and supporting elements of dance and drama	Practical	Performance	12		
		PLO-11: Able to creatively design performing arts for primary school pupils	CPMK 6: Creating dance and drama works for primary schools	Sub-CPMK 7: Creating dance-drama works for primary schools	Project	Performance	20	49	
				Sub-CPMK 8: Applying the fundamental and supporting elements of dance and drama	Project	Performance	9		
				CPMK 7: Designing dance and drama	Sub-CPMK 9: Designing dance and drama	Project	Performance	20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			performances	performances					
37	Visual Arts Education	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrating a responsible attitude in carrying out tasks and preparing for fine art exhibitions	Sub-CPMK 1: Demonstrating a responsible attitude in completing fine art assignments	Instilling a sense of responsibility in studying fine art material	Observation	6	12	2
			CPMK 2: Demonstrating an attitude of honesty when completing tasks and preparing for art exhibitions	Sub-CPMK 2: Demonstrating honesty in completing fine art tasks	Instilling an attitude of honesty in studying visual arts material	Observation	6		
		PLO-2: Analysing in depth the theoretical concepts of education, learning,	CPMK 3: Explaining the concept of visual arts education in primary schools	Sub-CPMK 3: Explaining the concepts of visual arts education in primary schools	Discussion	Quiz	3	42	
			CPMK 4:	Sub-SPMK 4:	Practical	Performance	13		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		assessment, technology and curriculum content in primary schools, and being able to formulate solutions to procedural problems.	Demonstrating visual arts appreciation material	Demonstrating drawing and colouring				40	
				Sub-CPMK 5: Demonstrating graphic design and painting	Practical	Performance	13		
				Sub CPMK 6: Creating 3D Works	Practical	Demonstration	13		
		PLO-11: Able to creatively design performing arts for primary school pupils	CPMK 5: Creating visual art works for primary school pupils	Sub-CPMK 7: Creating visual art works for primary school pupils	Project	Performance	20		
			CPMK 6: Designing an exhibition of visual art	Sub-CPMK 8: Designing an art exhibition	Project	Performance	20		
38	Music Education	PLO-1: Able to demonstrate character and	CPMK 1: Demonstrates a responsible attitude	Sub-CPMK 1: Demonstrating a responsible attitude	Instilling a sense of responsibility in studying music	Observation	6	12	2

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	in carrying out tasks and preparing for music performances	in completing music tasks	material				
			CPMK 2: Demonstrating an attitude of honesty when completing tasks and preparing for music performances	Sub-CPMK 2: Demonstrating honesty in completing music tasks	Instilling an attitude of honesty in learning dance and music material	Observation	6		
		PLO-2: Analysing in depth the theoretical concepts of education, learning, assessment, technology and curriculum content	CPMK 3: Explaining the concept of music education in primary schools	Sub-CPMK 3: Explaining music theory and music learning in primary schools	Discussion	Quiz	6	42	
			CPMK 4: Demonstrating music appreciation material	Sub-CPMK 4: Demonstrating pentatonic music material in the form	Practical	Performance	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		in primary schools, and being able to formulate solutions to procedural problems.		of geguritan and tembang					
				Sub-CPMK 5: Demonstrating diatonic music material in rhythmic forms (percussion solo and percussion ensemble), melody and harmony (music ensemble)	Practical	Performance	20		
				Sub CPMK 6: Demonstrating vocal material	Practical	Performance	6		
		PLO-11: Able to creatively design performing arts for primary school pupils	CPMK 5: Creating musical works for primary schools	Sub-CPMK 7: Creating musical works for primary schools	Project	Performance	20	40	
			CPMK 6:	Sub-CPMK 8:	Project	Performance	20		

<b>Course No.</b>	<b>Course Name</b>	<b>PLO allocated to the course</b>	<b>CPMK</b>	<b>Sub-CPMK</b>	<b>Form of Learning</b>	<b>Format Assessment</b>	<b>Time required to achieve PLO (in hours / credits)</b>	<b>Total (in hours / credits)</b>	<b>Conversion to credits</b>
<b>-1</b>	<b>-2</b>	<b>-3</b>	<b>-4</b>	<b>-5</b>			<b>-6</b>	<b>-7</b>	<b>-8</b>
			Designing a music performance	Designing a music performance					
39	Physical	PLO-1: Able to	CPMK 1: Students	Sub-CPMK 1:	group discussions	observation	10	10	1.62=2

<b>Course No.</b>	<b>Course Name</b>	<b>PLO allocated to the course</b>	<b>CPMK</b>	<b>Sub-CPMK</b>	<b>Form of Learning</b>	<b>Format Assessment</b>	<b>Time required to achieve PLO (in hours / credits)</b>	<b>Total (in hours / credits)</b>	<b>Conversion to credits</b>
<b>-1</b>	<b>-2</b>	<b>-3</b>	<b>-4</b>	<b>-5</b>			<b>-6</b>	<b>-7</b>	<b>-8</b>
	Education at Elementary School	demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	demonstrate a sense of responsibility, sportsmanship, discipline, and concern towards the safety and health of children in conducting physical education in primary schools (Attitude)	Demonstrating responsibility for individual tasks					

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		PLO-2: To examine in depth the theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools, and to formulate procedural solutions to problems.	CPMK 2. Students examine the nature and scope of physical education in primary schools as well as the characteristics of primary school-aged children (Knowledge)	Sub-CPMK 2. Students examine the nature and scope of physical education learning in primary schools	group discussion	observation	3	23	
				Sub-CPMK 3. Students examine the concepts of locomotor, non-locomotor, manipulative	presentation and discussion	Demonstration	3		
				Sub-CPMK 4. Students examine the concepts of small and large-scale games	presentation and discussion	Demonstration	3		
				Sub CPMK 5. Students examine learning concepts	presentation and discussion	Performance	3		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				rhythmic movement					
				Sub CPMK 6. Students examine the concept of traditional games	presentation and discussion	Practical demonstration	3		
				Sub-CPMK 7 Students examine the concept of water games in learning	presentation and discussion	Demonstration	3		
				Sub-CPMK 8: Students examine the characteristics of primary school-aged children	presentation and discussion	Practical demonstration	5		
		PLO-3: Able to apply theoretical concepts to design, implement and	CPMK 3 Students design active, enjoyable and safe physical	Sub-CPMK 3. Students design teaching modules	design and create teaching modules with materials: locomotor, non-	demonstration	20	40	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		evaluate learning in primary schools based on logical, critical, creative, innovative, systematic thinking, and adapt to changing situations.	education lessons based on the needs and developmental stages of primary school pupils (skills)		locomotor, manipulative activities, small and large games, rhythmic movement, traditional games and water				
			CPMK 4 Students manage inclusive physical education that is character-building and promotes an active lifestyle (Skills)	Sub-CPMK 4. Conducting teaching practice in accordance the characteristics of primary school children and organising inclusive learning	Designing teaching practice/ microteaching with the following topics: locomotor, non-locomotor, manipulative, small games and large-scale games, rhythmic movement, water	demonstration	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
					games				
40	MK-1 Basic Principles and Development of Elementary School Curriculum	PLO-1: Able to demonstrate character and behaviour that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrating an adaptive attitude in discussions regarding elementary school curriculum development	Sub-CPMK 1: Demonstrating an adaptive attitude in discussions regarding elementary school curriculum development	Fostering an adaptive attitude in and its implementation in schools	Observation	7	14	2
			CPMK 2: Creative in completing primary school curriculum development tasks	Sub-CPMK 2: Demonstrating creativity in completing primary school curriculum development	fostering a creative attitude when completing curriculum development tasks	Observation	7		
		PLO-2: Examining theoretical concepts of education,	CPMK 3: examining theoretical concepts of education,	Sub-CPMK 3: Explaining theoretical concepts of education,	Discussion	Written test	14	76	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		learning, assessment, technology and subject content in primary schools in and formulating procedural problem-solving.	learning, assessment, and teaching technology by engaging in reflective practice through the analysis and development of the learning curriculum.	learning, assessment, and educational technology by engaging in reflective practice through the analysis and development of the learning curriculum.					
				Sub-CPMK 4: Applying theoretical concepts of education, learning, assessment, and educational technology by engaging in	Case study discussion	Written test	14		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				reflective practice through curriculum analysis and development.					
				Sub-CPMK 5: Analysing the curriculum in its entirety (ideas, documents, implementation, outcomes) carefully.	Case study discussion	Demonstration	16		
			CPMK 4: . planning reflective actions to improve learning quality through learning curriculum	Sub-CPMK 6: Planning reflective actions in projecting the implementation of character education within the curriculum	Case study discussion	Demonstration	16		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub-CPMK 7: Designing reflective actions in the development of supervision and evaluation implementation of the primary school curriculum.	Discussion, coursework	Demonstration	16		
41	MK-2 Lesson Planning	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrating an adaptive attitude in discussions regarding learning planning	Sub-CPMK 1: Demonstrating an adaptive attitude in discussions relating to the subject matter Learning Planning	Fostering an adaptive attitude in lesson planning at school	Observation	7	14	3
			CPMK 2: Creative in completing	Sub-CPMK 2: Demonstrating	Fostering a creative attitude	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			lesson planning tasks	creativity in completing lesson planning	when completing learning planning tasks				
		PLO-2: Analysing theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools in and formulating procedural problem-solving.	CPMK3: examining the theoretical concepts of education, learning, assessment, technology, and curriculum content in the planning instructional planning	Sub-CPMK3: Explaining the basic concepts, objectives and functions of lesson planning	Case study discussion	Participatory Observation and Quality of Discussion	10	30	
				Sub CPMK 4: Projecting learning components based on strategies and learner characteristics and learning outcomes.	Case study discussion	Participation and Quality of Discussion	10		
				Sub-CPMK 5: Demonstrating in-depth teaching	Case study discussion	Observation of Participation and Quality of Discussion	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				skills					
		PLO-3: applying theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative, systematic, and adaptive thinking to changing situations encountered.	CPMK4: applying theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative and systematic	Sub-CPMK 6: Diagnosing learning steps	simulation, peer review	Observation Peer assessment	14	91	
	Sub-CPMK 7: Projecting the development of teaching media and materials			analysis of teaching video recordings	Written Critical Analysis	14			
	Sub-CPMK 8: Designing the development of assessment instruments			Workshop on the development of teaching media and materials	Assessment of Teaching Media/Materials	14			
	Sub-CPMK 9: Producing teaching modules/lesson plans and learning resources in accordance with			Workshop on the development of assessment instruments	Assessment Assessment products	14			

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				the applicable curriculum					
				Sub-CPMK 10: Modifying selected learning strategies that have been selected to make them more effective, creative, and suitable to the characteristics of the learners as well as the learning context in primary schools.	Individual or Group Project (PJBL)	Assessment of the product Presentation	17		
				Sub-CPMK 11: practising classroom teaching using teaching	Microteaching / Teaching Simulation Peer Review and	Teaching Practice Observation Rubric	18		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				modules developed independently	Feedback				
42	Foundations of Education	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrating an adaptive attitude in discussions relating to the subject matter Foundations of Education	Sub-CPMK 1: Demonstrating an adaptive attitude in discussions related to the subject matter Foundations of Education	Fostering an adaptive attitude within the Foundations of Education at school	Observation	7	14	2
			CPMK 2: Creative in completing Foundations of Education tasks	Sub-CPMK 2: Demonstrating creativity in completing tasks Foundations of Education	Fostering a creative attitude when completing Educational Foundations tasks	Observation	7		
		PLO-2: Analysing theoretical concepts of	CPMK 3: examining the Basic Concepts of	Sub-CPMK 3: examining the ideological	Quiz	essay questions	10	50	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		education, learning, assessment, technology and curriculum content in primary schools in and formulating procedural problem-solving.	Educational Foundations in depth	foundations of education based on the values of Pancasila as the basis of national and state life.					
				Sub CPMK 4: examining the pedagogical, psychological, sociological, philosophical and religious foundations of education as the basis for planning and implementing learning in primary schools.	Mid-term	essay question	10		
				Sub CPMK 5:	assignment	Practical	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				analysing the historical development of education and its relevance to current primary education policy.		demonstration			
				Sub-CPMK 6: organising the application of pedagogical, psychological, sociological, philosophical and religious foundations of education as a basis for planning and implementing learning in primary	case study	case study	10		
							10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				schools.					
			CPMK 4: Formulating solutions to problems in the implementation of learning and assessment in primary schools based on a review of educational theory and context	Sub-CPMK 7: Formulating a problem-solving framework for learning based on an analysis of the legal and policy foundations of education.	Final Exam	essay questions	15	30	
				Sub CPMK 8: Formulating learning solutions based on pedagogical, psychological, sociological, philosophical and religious foundations	project	project	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				appropriate to the developmental stage of primary school pupils.					
43	Educational Innovation	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Creative in completing tasks in Educational Innovation	Sub-CPMK 1: Demonstrating creativity in completing tasks in Educational Innovation	Fostering a creative attitude when completing educational innovation tasks	Observation	7	7	3
		PLO-2: Examining theoretical concepts of education, learning, assessment,	CPMK 2: Analysing concepts of educational innovation based on theoretical studies and	Sub-CPMK 2: Explaining the nature of educational innovation, its principles, the	discussion presentation	demonstration	15	45	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		technology and curriculum content in primary schools in and formulating procedural problem-solving.	contextual practice.	process of educational innovation, and strategies for educational innovation as solutions to problems in primary schools, either independently and/or through collaborative					
				Sub-CPMK 3: Examining educational innovations in the field of the role of teachers and educational staff in	discussion presentation	demonstration	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				designing learning at primary schools					
			CPMK 3: Formulating educational innovations in depth	Sub-CPMK 4: Formulating tasks for the development of teachers' competencies in educational innovation based on learning theories and the characteristics of primary school pupils	discussion presentation	demonstration	15		
		PLO-3: applying theoretical concepts to design, implement	CPMK4: Applying concepts of learning and teaching theory to	Sub-CPMK 5: Applying a synthesis of various learning theories to	discussion presentation	demonstration	20	80	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		and evaluate learning in primary schools based on logical, critical, creative, innovative, systematic, and adaptive thinking to changing situations encountered.	design and implement educational innovations in primary schools	develop innovative educational designs as part of teacher competence development Sub-CPMK 6: Creating innovative works, including learning models, teaching media and materials, as solutions to educational problems in primary schools, either independently and/or collaboratively, through the			20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				integration of scientific studies in the field of primary education in the form of research					
			CPMK 5: Evaluating learning in primary schools based on logical, critical, creative, innovative, systematic, and adaptive thinking to changing situations encountered.	Sub-CPMK 7: Evaluating policies in educational innovation, including: graduate profile and collaborative inquiry with logical, critical, and innovative.	Projects develop innovative learning designs	products	20		
				Sub-CPMK 8: Evaluating policies related to innovation and	1. Literature review 2. Case studies 3. Interactive		20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				curriculum change	discussion and presentation				
44	Educational Professional Ethics	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God the Almighty	CPMK 1: Demonstrating honesty when undertaking assignments for the Professional Ethics in Education course	Sub-CPMK 1: Demonstrating honesty when completing assignments for the Professional Ethics in Education course	Instilling an attitude of honesty when carrying out assignments for the course on professional ethics in education	Observation	7	7	2
		PLO-2: Analysing theoretical concepts of education, learning, assessment, technology and curriculum content	CPMK 2: Examining the basic concepts of the profession and professional ethics in education critically as the foundation of	Sub-CPMK 1: Examining the core values in the Indonesian Teachers' Code of Ethics	1. Interactive discussion 2. Presentation	written test	7	17	
				Sub-CPMK 2: Identifying the role	1. Interactive discussion	demonstration	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		in primary schools in and formulating procedural problem-solving.	educators' professionalism.	of ethics in teacher-pupil, teacher-parent, and teacher-colleague interactions.	2. Presentation				
			CPMK 3: Analysing the principles of professional ethics in the context of learning and assessment in primary schools.	Sub-CPMK 3: Analysing the application of and educational legislation in upholding learning ethics	1. Literature review 2. Case studies 3. Interactive discussion and	demonstration	10	20	
				Sub-CPMK 4: Evaluating the application of of ethics in the assessment of pupils' learning outcomes in primary schools.	1. Case Study 2. Interactive discussion and presentation	demonstration	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			CPMK 4: Examining the role of educators in the ethical use of technology and responsibly in learning.	Sub-CPMK 5: Linking the competencies and qualifications of primary school teachers with their ability utilising ICT in education.	1. Case Study 2. Interactive discussion and	demonstration	10	20	
				Sub-CPMK 6: Critiquing ethics in the context digital learning.	1. Case Study 2. Interactive discussion and presentation	demonstration	10		
			CPMK 5: Formulating solutions to procedural approaches to ethical violations in primary schools.	Sub-CPMK 7: Designing solutions to current issues in the teaching profession relating to breaches of the code of	1. Literature review 2. Case studies 3. Interactive discussion and presentation	of	15	30	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				ethics and teacher integrity					
				Sub-CPMK 8: Formulating forms of collaboration between teachers, parents and the community to prevent conflict and strengthen professional ethics	1. Role Play 2. Discussion 3. Project	Product	15		
45	MK-4 Learning Evaluation	PLO-1: Able to demonstrate character and	CPMK 1: Demonstrates integrity in	Sub-CPMK 1: Demonstrates integrity in	Cultivating an attitude of integrity when	Observation	7	7	2

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	exploring and presenting Learning Assessment material	exploring and presenting learning assessment material	completing learning assessment tasks.				
		PLO-2: Analysing theoretical concepts of education, learning, assessment, technology and	CPMK 2: examining the Basic Concepts of Learning Assessment in depth	Sub-CPMK 2: examine the basic concepts of learning assessment	lecture assignment	demonstration	10	20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		curriculum content in primary schools in and formulating procedural problem-solving.		Sub-CPMK 3: examine the objectives and functions of evaluation Learning	assignments discussion	demonstration	10		
			CPMK 3: Formulating Types and Techniques of Learning Assessment in Depth	Sub-CPMK 4: Formulating the concepts of formative and summative assessment in depth	discussion presentation	demonstration	10	40	
				Sub-CPMK 5: Formulating in-depth process- and product-based evaluations	discussion presentation	demonstration	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub-CPMK 6: Formulating in-depth evaluation techniques for tests and non-tests	discussion presentation	demonstration	10		
				Sub-module CPMK 7: In-depth analysis of validity, reliability, discriminant power and difficulty level	discussion Presentation	demonstration	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		PLO-3: applying theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative,	CPMK 4: Applying theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative, systematic	Sub-CPMK 8: Designing assessment tools: specification sheets, marking schemes, assessment rubrics	Project: designing assessment tools: criteria, marking schemes, assessment rubrics	Product	10	20	
				Sub-CCPMK9:	Project:	Product	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		systematic, and adaptive thinking to changing situations encountered.	thinking, and adaptability to changing situations.	developing learning assessment instruments	developing assessment tools learning evaluation	performance			
		PLO 6: Able to produce innovative work as a solution to problems in	CPMK 5: Produce work and carry out learning in primary schools as solutions	Sub-CPMK 10: Produce prototypes of learning evaluation tools	Project to develop test and non-test assessment tools	products	13	13	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		primary schools, either independently and/or collaboratively, through the integration of scientific studies in the field of primary education in the form of research	to problems through a systematic scientific approach	based on Higher-Order Thinking Skills (HOTS) that are creative and suitable for implementation in primary schools.					
46	ICT-Based Learning	PLO-1 demonstrates character and conduct that reflect	CPMK 1: demonstrates honesty, responsibility and	Sub-CPMK 1: demonstrates honesty when examining ICT-	Cultivating the character trait of honesty	Observation	4	8	2

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	adaptability in analysing ICT-based learning	based learning Sub-CPMK 2 demonstrates a responsible character in analysing ICT-based learning		Observation	4		
		PLO-6 Able to produce innovative work as a solution to problems in primary schools, either independently and/or collaboratively, through the integration of scientific studies in the field of primary	CPMK 2 Analysing the concepts and principles of ICT-based learning innovation and their application in primary schools.	Sub-CPMK 3 Evaluating the nature, principles, and forms of learning innovation	Discussion, case studies and presentations	Quiz	8	18	
				Sub CPMK 4 Designing ICT-based learning innovations for primary schools	Project	Portfolio	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		education in the form of research							
		PLO-7 Able to make decisions regarding the application of educational and learning problem-solving principles in a procedural manner within the context of continuous professional development	CPMK 3 Evaluate educational innovation strategies and the stages of their implementation in the context of primary school learning.	Sub-CPMK 5 Analysing the concepts, characteristics, and strategies of educational innovation	Discussions, case studies and presentations	Quiz	5	10	
				Sub CPMK 6 Applying educational innovation strategies in primary schools	Discussions, case studies and presentations	Quiz	5		
			CPMK 4 Applying educational technology and ICT in designing, managing, and	Sub-CPMK 7 Identifying the role, trends and ethics of educational technology	Discussions, case studies and presentations	Quiz	9	18	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			evaluating learning in primary schools.	Sub-CPMK 8 Evaluating the effectiveness of educational technology based on policy	Discussions, case studies and presentations	Quiz	9	22	
			CPMK 5 Designing innovative technology-based learning models (flipped learning) with consideration of instructional design and ethics.	Sub-CPMK 9 Explaining the concepts and foundations of flipped learning	Discussions, case studies and presentations	Quiz	6		
				Sub CPMK 10 Designing flipped learning instruction with technology integration	Project	Portfolio	16		
		PLO-8 Developing oral and written communication of innovative designs	CPMK 6 Creating effective online/blended learning solutions	Sub-CPMK 11 Analysing the basic concepts and applications of	Discussions, case studies and presentations	Quiz	6	22	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		and works on education, learning and curriculum content in primary schools by utilising science and technology	by utilising technology and appropriate evaluation principles.	learning technologies					
				Sub CPMK 12 Implementing online/blended learning in primary schools	Practical	Portfolio	16		
47	Educational Media and Videography for Elementary Education	PLO-1 demonstrates character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: demonstrates honesty, responsibility and adaptability in analysing and creating Educational Videography Learning Media for Primary Education	Sub-CPMK 1: demonstrates honesty in analysing and creating Basic Education Videography Learning Media	Cultivating the character of honesty	Observation	4	8	2
				Sub-CPMK 2 demonstrates a responsible character in analysing and	Cultivating a responsible character	Observation	4		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				creating Educational Videography Learning Materials for Primary Education					
		PLO-6 Able to produce innovative works as solutions to problems in primary schools, either independently and/or collaboratively, through the integration of scientific studies in the field of primary education in the	CPMK 2 Analyses the concepts of technopreneurship and business within the context of educational videography media development.	Sub-CPMK 3 Explaining the definition, characteristics, and role of a technopreneur in the videography media business.	Discussion, case studies and presentations	Written Test	7.5	15	
				Sub-CPMK4 Identifying digital business trends related to videography learning media.	Discussions, case studies and presentations	Written Test	7.5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		form of research							
		PLO-9 Able to design, manage and run a business in the field of primary education based on local wisdom and lifelong learning	CPMK 3 Evaluating viable business opportunities and business models for educational videography media products.	Sub-CPMK 5 Analyse business opportunities arising from the need for educational videography in the education sector.	Discussion, case studies and presentations	Quiz	7.5	45	
				Sub-CPMK 6 Comparing effective business models (canvas model) for videography products.	Discussions, case studies and presentations	Quiz	7.5		
			CPMK 4 Designing a business proposal (business plan) and marketing	Sub-CPMK 7 Compiling a business plan for a videography media	Project	Portfolio	7.5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			management for technopreneurship-based videography media products.	project. Sub-CPMK 8 Designing digital marketing strategies for videography products.	Project	Portfolio	7.5		
			CPMK 5 Applying principles of operational, human resources and financial management in the development of videography media projects.	Sub-CPMK 9 Applying operational management principles in videography media production.	Project	Portfolio	7.5		
				Sub-CPMK 10 Calculating the financial viability (break-even point, ROI) of a videography	Project	Portfolio	7.5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				project.					
		PLO-10 Able to independently produce adaptive and economically viable multimedia works for learning in primary schools	CPMK 6 Creating innovative and marketable educational videography media products.	Sub-CPMK 11 Develops a videography concept based on research into educational needs.	Project	Portfolio	7.5	30	
				Sub-CPMK 12 Producing videography media that meets pedagogical and technical standards.	Project	Portfolio	7.5		
			CPMK 7 Presenting the results of the videography media project in a simulated technopreneurship	Sub-CPMK 13 Demonstrating video media products in a simulated exhibition.	Project	Portfolio	7.5		
				Sub-CPMK 14	Project	Portfolio	7.5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			exhibition.	Promoting the business and educational value of the Videography Educational Media products produced.					
48	Basic Educational Graphic Learning Media	PLO-1 demonstrates character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: demonstrates honesty, responsibility and adaptability in analysing and creating Basic Education Graphic Learning Media	Sub-CPMK 1 demonstrates honesty in analysing and creating works of Graphic Learning Media for Primary Education	Cultivating the character of honesty	Observation	4	8	2
				Sub-CPMK 2 demonstrates a responsible character in analysing and creating Graphic	Cultivating a responsible character	Observation	4		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Educational Media for Primary Education					
		PLO-6 Able to produce innovative works as solutions to problems in primary schools, either independently and/or	CPMK 2 Analysing concepts and research in graphic media, videography, and animation in learning	Sub CPMK 3 Identifying the basic principles of research in graphic media, videography and animation within the context of learning	Discussion, case studies and presentations	Quiz	10	10	
		collaboratively, through the integration of scientific studies in the field of primary education in the form of research	CPMK 3 Developing a graphic media project proposal based on learning needs in primary schools	Sub-CPMK 4 Formulating graphic media requirements for learning in primary schools.	Discussion, case studies and presentations	Quiz	10	20	
				Sub CPMK 5 Designing a	Project	Portfolio	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				graphic media project proposal using a systematic method.					
		PLO-10 Able to independently produce adaptive and cost-effective multimedia works for learning in primary schools	CPMK 4 Applying the steps involved in creating graphic media for learning.	Sub-CPMK 6 Selecting appropriate techniques and tools for creating graphic media.	Project	Portfolio	10	20	
				Sub CPMK 7 Practising the steps involved in graphic media production.	Project	Portfolio	10		
			CPMK 5 Developing graphic media assets by utilising videography principles.	Sub-CPMK 8 Integrating videography principles into the development of graphic assets.	Project	Portfolio	10	20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub CPMK 9 Optimising visual assets to support learning materials.	Project	Portfolio	10		
			CPMK 6 Creating innovative graphic media appropriate to the context	Sub-CPMK 10 Designing creative graphic media suited to the characteristics of primary school pupils.	Project	Portfolio	10	20	
				Sub CPMK 11 Testing the suitability of graphic media in learning simulations.	Project	Portfolio	10		
49	Basic Educational Guidance and	PLO-1 demonstrates character and	CPMK 1: demonstrates honesty,	Sub-CPMK 1 demonstrates honesty in	Cultivating the character of honesty	Observation	4	8	2

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
	Counseling Animation Learning Media	behaviour that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	responsibility and adaptability in analysing and creating work Animated Learning Media for Basic Education	analysing and creating works Animated Learning Media for Basic Education					
				Sub-CPMK 2 demonstrates a responsible character in analysing and creating Educational Animation Media for Basic Education	Cultivating a responsible character	Observation	4		
		PLO-6 Able to produce innovative works as solutions to problems in primary schools, either	CPMK 2 Analysing the concepts of technopreneurship and business in the context of developing	Sub-CPMK 3 Explains the definition, characteristics, and role of a technopreneur in	Discussion, case studies and presentations	Written Test	7.5	15	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		independently and/or collaboratively, through the integration of scientific studies in the field of primary education in the form of research	Animated Learning Media for Basic Education	business Animated Learning Media for Basic Education					
				Sub-CPMK4 Identifying digital business trends related to Animated Educational Media for Basic Education	Discussions, case studies and presentations	Written Test	7.5		
		PLO-9 Able to design, manage, and operate a business in the field of primary education based on local wisdom and lifelong learning	CPMK 3 Evaluate viable business opportunities and business models for products Animated Educational Media for Primary Education	Sub-CPMK 5 Analysing business opportunities arising from the need for animated media in the education sector.	Discussion, case studies and presentations	Quiz	7.5	45	
				Sub-CPMK 6 Comparing effective business models (canvas	Discussions, case studies and presentations	Quiz	7.5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				model) for animation products					
			CPMK 4 Designing a business proposal (business plan) and marketing management for Learning Media for Animation BK Primary Education based on technopreneurship.	Sub-CPMK 7 Developing a business plan for an animation media project.	Project	Portfolio	7.5		
				Sub-CPMK 8 Designing a digital marketing strategy for animation products.	Project	Portfolio	7.5		
			CPMK 5 Applying principles of operational, human resources and financial management in project development	Sub-CPMK 9 Applying operational management principles in the production of animated media.	Project	Portfolio	7.5		
				Sub-CPMK 10	Project	Portfolio	7.5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			Animation Learning Media for Basic Education	Calculating the financial viability (break-even point, ROI) of an animation project.					
		PLO-10 Able to independently produce adaptive and economically viable multimedia works for learning in primary schools	CPMK 6 Creating Innovative and marketable that are innovative and marketable.	Sub-CPMK 11 Developing animation concepts based on educational needs research.	Project	Portfolio	7.5	30	
				Sub-CPMK 12 Producing animation media that meets pedagogical and technical standards.	Project	Portfolio	7.5		
			CPMK 7 Presenting project outcomes	Sub-CPMK 13 Demonstrating animated media	Project	Portfolio	7.5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			Animated Educational Media for Basic Education in a technopreneurship exhibition simulation.	products in an exhibition simulation. Sub-CPMK 14 Promoting the business and educational value of the animated educational media products produced.	Project	Portfolio	7.5		
50	Exploratory Study	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God the Almighty	CPMK 1: Demonstrates a responsible attitude in carrying out exploration tasks based on the 6C skills, namely Critical Thinking, Communication, Collaboration,	Sub-CPMK 1: Demonstrating a responsible attitude in completing 6C skills-based exploration tasks	Instilling a sense of responsibility in studying material related to the 6C skills	Observation	5	10	n credits = (ST1 + ST3) / 45 hours rounded

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			Creativity, Citizenship and Culture, Character, Compassion						
			CPMK 2: Demonstrating honesty when undertaking 6C-based exploration tasks, namely Critical Thinking, Communication, Collaboration, Creativity, Citizenship, Culture and Character, and Compassion	Sub-CPMK 2: Demonstrating honesty in completing 6C skills-based exploration tasks	Instilling an attitude of honesty when studying material related to the 6C skills	Observation	5		
		PLO 5 Able to formulate	CPMK 3: Students are able to explain	Sub-CPMK 3: Students are able to				S T3	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		procedural problem-solving approaches, both independently and/or collaboratively, based on logical, critical, creative, innovative, systematic, and adaptive thinking in response to changing situations (adaptive), grounded in the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and	the 6C skills: Critical Thinking, Communication, Collaboration, Creativity, Citizenship, and Culture, Character, Compassion	understand the concept of the 6C skills in resolving problems that arise in primary school education					
			CPMK 4: Students are able to implement the 6C skills in resolving problems in primary school learning	Sub-CPMK 4: Students are able to identify learning problems through exploration and case studies in primary schools					
				Sub-CPMK 5: Students are able to analyse problems and seek solutions by exploring					

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		anti-corruption) to support the development of professional knowledge and practice.		selected objects					
51	Research Methodology	PLO-1. Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a	CPMK 1. Demonstrates a scientific attitude in the process of drafting a research proposal	Sub-CPMK 1. Acting with honesty, objectivity, and responsibility in designing research and demonstrating	lectures, group discussions	observations	15	15	2

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		manifestation piety towards God the Almighty		academic integrity and ethics in data collection and reporting					
		PLO-4. Able to solve problems in education and learning by applying practical skills and knowledge in primary education	CPMK 2. Students are able to examine the nature of research as an active, reflective approach to solving educational and learning problems in a procedural manner	Sub-CPMK 2. Students are able to examine the nature of research methodology	lectures, group discussions	demonstration	5	40	
				Sub-CPMK 3. Students are able to analyse types of research	lectures, group discussions	demonstration, quiz	5		
				Sub-CPMK 4. Students are able to analyse research methods	lectures, group discussions	demonstration	10		
				Sub-CPMK 5. Students are able to	lectures, group discussions	mid-term exam	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				analyse research data and data sources		questions			
				Sub-CPMK 6. Students are able to analyse research hypotheses	lectures, group discussions	mid-term exam questions	10		
			CPMK 3. Students are able to design research proposals systematically and logically	Sub-CPMK 7. Students are able to design research proposals with correct academic language and formatting, using relevant and up-to-date references	project-based learning	products, projects	15	15	
		PLO-7 Able to make decisions in	CPMK 4 Designing a Classroom Action	Sub-CPMK 8: Students are able to analyse	case studies, discussions	outputs	10	25	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		applying the principles of educational and learning problem-solving in a procedural manner in the development of a continuous	Research proposal systematically Classroom Action Research	Stages of Classroom Action Research					
				Sub-CPMK 9 Designing a Classroom Action Research proposal systematically Classroom Action Research (PTK)	case studies, discussions	outputs	15		
52	Research Statistics	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrating an honest attitude in discussions	Sub-CPMK 1: Demonstrating honesty in discussions	cultivating an attitude of honesty during discussions	Observation	7	14	
			CPMK 2: taking responsibility for completing tasks	Sub-CPMK 2: taking responsibility for completing tasks	cultivating a sense of responsibility when completing case study tasks and during presentations	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		PLO-2: Analysing theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools in depth, and formulating procedural solutions to problems.	CPMK 3: Examining theoretical concepts related to parametric statistics	Sub-CPMK 3: Examining theoretical concepts of research data collection techniques, populations, samples and sampling techniques	Discussion	written test	6	12	
				Sub CPMK 4: Designing statistical hypotheses	Discussion	written test	6		
		PLO-4: Able to solve educational and learning problems	CPMK 4: Solving educational and learning problems procedurally by	Sub-CPMK 5: Analysing research data to solve educational and	case studies and practical work	independent assignments and written tests	20	60	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		procedurally by applying practical skills and primary school-level knowledge	applying inferential statistical methods	learning problems procedurally using correlation analysis					
	Sub CPMK 6: Analysing research data to solve educational and learning problems procedurally using regression analysis			case studies and practical work	independent assignments and written tests	20			
	Sub CPMK 7: Analysing research data to solve educational and learning problems procedurally using difference tests			case studies and practical work	independent assignments and written tests	20			
		PLO-7: Able to make decisions in applying the	CPMK 5: Able to make decisions based on the results	Sub-CPMK 8: Compiling reports on data analysis	Case studies and assignments	Reports	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		principles of educational and learning problem-solving procedurally in continuous professional development	of data analysis in a procedural manner using inferential statistical methods	results using statistical methods					
53	Scientific Writing	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1 Demonstrates honesty, responsibility, and respect for academic ethics in the writing of scientific papers	Sub-CPMK 1 Demonstrates academic integrity (anti-plagiarism) in writing, taking responsibility for the originality of the work	Discussion	Observation	20	20	1.78=2
		PLO-8	CPMK 2	Sub-CPMK 2	Discussion	Observation	5	20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		Developing verbal and written communication of and innovative works on education, learning and curriculum content in primary schools by utilising science and technology	Understanding the principles and structure of scientific	Understanding the concept of scientific writing				40	
				Sub-CPMK 3 Types of scientific papers and their characteristics	Discussion	Observation	5		
				Sub-CPMK 4 Drafting an Outline	Discussion	Observation	5		
				Sub-CPMK 5 Structure of Scientific Writing	Discussion	Observation	5		
			CPMK 3 Designing a systematic scientific writing technique in accordance with EYD rules	Sub-CPMK 6 Writing Techniques and Style	Practical	Demonstration	10		
				Sub CPMK 7 Citation and Bibliography Techniques	Practical	Demonstration	10		
				Sub-CPMK 8	Practical	Demonstration	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Use of Reference Manager		n			
				Sub-CPMK 9 Publication of scientific papers	Practical	Performance	10		
54	Inclusive Education	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1 Demonstrates enthusiasm and integrity when discussing inclusive education in primary schools	Sub-CPMK 1 Demonstrates enthusiasm and integrity when discussing inclusive education in primary schools	interactive discussion, assignment	observation of attitude, active participation	10	20	2
			CPMK 2 Demonstrates an adaptive attitude when modifying learning in inclusive education in primary schools	Sub-CPMK 2 Demonstrates an adaptive attitude when modifying learning in inclusive education in primary schools	interactive discussion, assignments	attitude observation, active participation	10		
		PLO 5 Able to	CPMK 3: analyse	Sub-CPMK 3	case studies,	assignments.	10	35	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		formulate procedural problem-solving approaches, both independently and/or collaboratively, based on logical, critical, creative, innovative, systematic, and adaptive thinking in response to changing situations (adaptive) grounded in the 5A values (anti-violence, anti-drugs, anti-bullying, anti-	services for children with special educational needs (CSEN) in accordance with the results of the needs assessment of students with special educational needs in a logical and critical manner based on the 5A	examines aspects of needs assessment for children with special educational needs in inclusive education	discussions	Outputs			
				Sub-CPMK 4 examines the stages of assessing the needs of students with special educational needs in a logical and critical manner based on the 5A framework	case studies, discussions	assignment. product	10		
				Sub-CPMK 5 examines the services required by students with	case studies, discussions	assignments. products	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		intolerance, and anti-corruption) to support the development of professional knowledge and practice.		special needs in accordance with the results of the needs assessment in a logical and critical manner based on the 5A framework					
			CPMK 4: formulating solutions problems in the modification of learning for children with special educational needs in a procedural manner, based on logical, critical, creative,	Sub-section CPMK 6 outlines the management of curriculum modification (differentiated instruction) for learners with special needs based on the 5A framework in a procedural and responsible manner	project-based learning	project	20	40	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			innovative, systematic, and adaptive to changing situations (adaptive) based on (5A) in a responsible manner.	Sub-CPMK 7 formulates problem-solving in learning modifications for students with special needs in a procedural manner, based on logical, critical, creative, innovative, systematic, and adaptive to changing situations (adaptive) based on (5A) in a responsible manner.	project-based learning	project	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
55	Guidance and Counseling for Elementary School (2 credits) PLO 1, PLO 5	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God the Almighty	CPMK 1: Demonstrating an honest attitude when completing assignments for the Primary School Guidance and Counselling course	Sub-CPMK 1: Demonstrating honesty when completing assignments for the Primary School Guidance and Counselling course	Instilling an attitude of honesty when carrying out tasks for the primary school guidance and counselling course	Observation	7	7	2
		PLO -5 Able to analyse and formulate procedural solutions to problems, both independently and/or collaboratively,	CPMK 2: Analysing Primary School Guidance and Counselling issues logically, critically, and systematically	Sub-CPMK 2: Analysing and Identifying the Root Causes of in pupils' development.	1. Case Studies 2. Interactive discussion and	quiz	8	86	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		based on logical, critical, creative, innovative, systematic, and adaptive thinking in response to changing situations (adaptive), grounded in the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice.							

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub-CPMK 3: Linking findings from problem analysis with theories of child development and basic concepts of guidance and counselling.	1. Case studies 2. Interactive discussion and presentation	Written test	10		
			CPMK 3: Formulating Alternative Solutions Guidance and Counselling in a Creative and Innovative.	Sub-CPMK 4: Identifying Various Approaches and Models of Primary School Guidance and Counselling.	1. Case Studies 2. Interactive discussion and presentation	Written test	10		
				Sub-CPMK 5: Analysing the Potential of Local	1. Case study 2. Interactive discussion and	Written test	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Resources and Technology in Primary School Guidance and Counselling Solutions.	presentation				
				Sub-CPMK 6: Developing Modified Guidance and Counselling Solutions for Special Situations.	1. Case studies 2. Interactive discussions and presentations	Practical demonstration	12		
			CPMK 4: Implementing Guidance and Counselling Services in an Adaptive and Responsible Manner.	Sub-CPMK 9: Applying Professional Ethics and Professional Responsibility at Every Stage of	1. Case Study 2. Interactive discussion and	Demonstration	12		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Implementation.					
				Sub-CPMK 8: Managing Group Dynamics and Individual Interactions in Primary School Guidance and Counselling Services.	1. Case Study 2. Interactive discussions and presentations	Demonstration	12		
				Sub-CPMK 7: Implementing Guidance and Counselling Techniques in Accordance with Procedures.	1. Role Play 2. Discussion 3. Project	Practical demonstration	12		
56	<b>Regional Language Education</b>	PLO-1 demonstrates character and	CPMK 1: demonstrates an enthusiastic attitude	Sub-CPMK 1: demonstrates an enthusiastic attitude	fostering an enthusiastic attitude during	Observation	5	90	2

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	when discussing regional language materials in primary schools	when discussing regional language materials in primary school	English language learning discussions in primary school				
			CPMK 2: demonstrating integrity in exploring and presenting regional language materials in primary schools	Sub-CPMK 2: demonstrating integrity in exploring and presenting regional language materials in primary schools	cultivating an attitude of integrity during discussions and presentations/demonstrations in the practice of regional language learning in primary schools	Observation	5		
		PLO-3 Able to apply theoretical concepts to design, implement and evaluate learning in primary schools	CPMK 3 Able to analyse issues in regional language learning	Sub-CPMK 3 Able to identify the legal basis for regional language learning in primary schools	Test	Written and oral tests	15		
				Sub-CPMK 4 Able	Test	Written and	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		based on logical, critical, creative, innovative and systematic thinking, and adapt to changing situations.		to analyse issues related to regional language materials (unggah-ungguh, tembang dolanan, tembang macapat, Javanese script, wayang)		oral tests			
		PLO-4 Able to solve educational and learning problems procedurally by applying practical skills and primary school-related knowledge	CPMK 4 Students are able to design Regional Language Learning in primary schools	Sub-CPMK 6 Able to develop teaching materials for regional languages in primary schools	Demonstration	Demonstration	25		
				Sub-CPMK 7: Able to practise teaching regional languages in primary schools	Demonstration	Demonstration	25		
57	Microteaching	PLO-1 Able to demonstrate character and	CPMK 1 Demonstrates enthusiasm when	Sub-CPMK 1 Demonstrates an enthusiastic attitude	Cultivating an enthusiastic attitude during	Observation	7	14	2

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	discussing the Nature of Microteaching, Characteristics of Microteaching, Procedures for Conducting Microteaching, General Teaching Procedures, and Microteaching Planning.	when discussing the Nature of Micro-teaching, Characteristics of Micro-teaching, Procedures for Implementing Micro-teaching, General Teaching Procedures, and Micro-teaching Planning.	discussions				
		PLO-3 applying theoretical concepts to design, implement and evaluate learning in primary schools based on logical,	CPMK 2: Applying Basic Teaching Skills Systematically and Effectively.	Sub-CPMK 2: Applying Skills for Opening and Closing Lessons Systematically and Effectively.	1. Case Study 2. Interactive discussion and presentation	Written test	7		
				Sub-CPMK 3: Applying Skills in	1. Case studies 2. Interactive	Written Test	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		critical, creative, innovative, systematic thinking, and adapting to changing situations.		Asking Questions and Providing Feedback with Critical and Adaptive Thinking.	discussions and presentations				
				Sub-CPMK 4: Managing the Classroom and Learning Interactions in a Logical, Innovative and Responsible Manner.	1. Case Studies 2. Interactive discussions and presentations	Written Test	7		
				Sub-CPMK 5: Varying Teaching Styles and Utilising Media Creatively and Adaptively.	1. Case Studies 2. Interactive discussions and presentations	Written Test	7		
				Sub-CPMK 6: Facilitating Group	1. Case Studies 2. Interactive	Written Test	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Discussions and Individual Learning through a Systematic Approach.	discussions and presentations				
				Sub-CPMK 7: Critically and Responsibly Evaluating and Reflecting on Teaching Skills.	1. Case Study 2. Interactive discussions and presentations	Written test	7		
			CPMK 3: Analysing the Needs for Micro-Learning Tools Based on Learning Theories and the Development of Primary School Pupils	Sub-CPMK 8: Formulating Needs for Micro-Learning Based on Student Characteristics and Learning Theories	1. Case Study 2. Interactive discussions and presentations	Written Test	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			CPMK 4: Designing and Developing Micro-learning Components in a Systematic and Innovative Manner.	Sub-CPMK 9: Compiling Designs for Micro-Learning Materials	Project	Demonstration	10		
			CPMK 5: Developing Relevant Micro-Learning Assessment Instruments.	Sub-CPMK 10: Developing Micro-Learning Assessment that are relevant to the learning objectives		Performance	10		
			CPMK 6: Delivering Comprehensive and Effective Learning in a Classroom Simulation.	Sub-CPMK 11: Practising holistic and effective teaching in a classroom	Teaching practice	Demonstration	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				simulation using teaching modules developed independently					
		PLO-4: Able to solve educational and learning problems procedurally by applying practical skills and primary school knowledge	CPMK 7: Effectively applying teaching skills, teaching strategies, the use of media and assessment approaches to address learning problems.	Sub-CPMK 12: Analysing data from teaching practice observations to resolve educational and learning issues in a systematic manner	1. Case Study 2. Interactive discussions and presentations	Written Test	7		
				Sub CPMK 13: Conducting Critical Reflection and Formulating a Plan for Further Action Micro-teaching	1. Case study 2. Interactive discussion and presentation	Written Test	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
58	Internship-Service Implementation (4)	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK-1 Able to demonstrate adaptability, enthusiasm and integrity in carrying out teaching practice	Sub CPMK-1 Able to demonstrate adaptability in carrying out teaching practice	Placement	Observation	10	30	180 hours / 45 = 4 credits
				Sub CPMK-2 Able to demonstrate enthusiasm in carrying out teaching practice	Placement	Observation	10		
				Sub CPMK-3 Able to demonstrate integrity in carrying out teaching practice	Placement	Observation	10		
		PLO-2 Examine in depth the theoretical concepts of education,	CPMK-2 Able to analyse pedagogical concepts and essential	Sub CPMK-4 Able to analyse pedagogical concepts and essential	Work Placement	Demonstration	25	100	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		learning, assessment, technology and curriculum content in primary schools, and be able to formulate solutions to procedural problems.	programme content, and learners' understanding in managing the operational curriculum to formulate solutions to learning quality issues whilst applying professional ethics.	programme content, and students' understanding through empirical studies					
				Sub CPMK-5 Students are able to formulate solutions to learning quality issues by applying professional ethics through empirical studies	Work placement	Demonstration	25		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub CPMK-6 Students are able to manage the operational curriculum to formulate solutions to learning quality issues through empirical studies	Work placement	Demonstration	25		
				Sub CPMK-7 Students are able to apply professional ethics in managing the operational curriculum	Work placement	Demonstration	25		
		PLO 4 Able to solve educational and learning problems in a systematic manner	CPMK-3 Solve learning quality issues critically and wisely by applying pedagogical	Sub CPMK-8 Students are able to address issues of learning quality critically and	Work Placement	Demonstration	25	25	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		by applying practical skills and knowledge of primary education	concepts and essential programme content, and an understanding of learners in managing the operational curriculum	judiciously by applying pedagogical concepts and essential programme content, and an understanding of learners in the management of the operational curriculum					
		PLO-7 Able to make decisions in applying the principles of educational and learning problem-solving procedurally in	CPMK-4 Able to make decisions and select alternative solutions in managing the operational curriculum to address issues of	Sub CPMK 9 Able to make decisions and select alternative solutions in managing the operational curriculum to	Work Placement	Demonstration	25	25	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		continuous professional development	learning quality within the field of study	address issues of learning quality within the academic discipline of the study programme					
59	MK-6: Laboratory Management	PLO-1: Demonstrates character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Able to demonstrate honesty in discussions on Laboratory Management	Sub-CPMK 1: Demonstrates honesty in discussions on Laboratory Management	Cultivating honesty in discussions on Laboratory Management	Observation	7	14	2
			CPMK 2: Able to demonstrate responsible behaviour in Laboratory Management discussions	Sub-CPMK 2: Demonstrating responsible behaviour in Laboratory Management discussions	Cultivating responsible behaviour in Laboratory Management discussions	Observation	7		
		PLO-2: Analysing	CPMK 3: Able to	Sub-CPMK 3:	Discussion, case	Written test	20	75	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		in depth the theoretical concepts of education, learning, assessment, technology and curriculum content in primary schools, and formulating procedural solutions to problems.	examine the concepts of the nature of the laboratory, laboratory management, professionalism in laboratory management, laboratory administration and management, rules and regulations, the drafting of laboratory SOPs, and laboratory safety procedures	Explaining the concepts of the nature of laboratories, laboratory management, and the professionalism of laboratory management in depth	studies and presentations				
				Sub CPMK 4: Applying laboratory regulations and safety procedures in depth	Discussions, case studies and presentations	Written test	20		
				Sub-CPMK 5: In-depth examination of laboratory administration and	Discussions, case studies and presentations	Written test	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				management, as well as the drafting of laboratory SOPs					
			CPMK 4: Formulating solutions to procedural problems through laboratory inventory and management practices	Sub-CPMK 6: Formulating solutions to procedural problems through meticulous laboratory inventory practices	Project Design	Demonstration	15		
				Sub-CPMK 7: Formulating procedural problem-solving through the structured management of laboratory activities	Project Implementation	Demonstration	15		
60	MK-1:	PLO-1:	CPMK 1: Able to	Sub-CPMK 1:	Cultivating	Observation	7	14	2

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
	STEAM Learning in Elementary School	Demonstrating character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	demonstrate honesty in discussions regarding STEAM education in primary schools	Demonstrating honesty in STEAM learning discussions at primary school	honesty in STEAM learning discussions at primary school			75	
			CPMK 2: Able to demonstrate responsible behaviour in STEAM learning discussions in primary schools	Sub-CPMK 2: Demonstrating responsible behaviour in STEAM learning discussions at primary school	Cultivating responsible behaviour in STEAM learning discussions in primary schools	Observation	7		
		PLO-2: Analysing theoretical concepts of education, learning, assessment, technology and	CPMK 3: Able to analyse STEAM component concepts based on theory and research findings, examples of STEAM	Sub-CPMK 3: Explain the concepts of the STEAM approach based on theory and research findings, examples	Discussion, case studies and presentations	Written test	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		curriculum content in primary schools in depth, and formulating procedural problem-solving strategies.	projects, STEAM project ideas based on identified community issues, the design of community-based STEAM projects (design, implementation, and evaluation), the design of STEAM learning projects in primary schools (design, implementation, and evaluation), and to review articles on the implementation of STEAM learning in	of projects within the STEAM approach, and STEAM project ideas based on the identification of problems in the community correctly					
				Sub-module CPMK 4: Correctly implementing STEAM project design in the community (design, implementation and evaluation) and STEAM learning project design in primary schools	Discussions, case studies and presentations	Written test	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			primary schools	(design, implementation and evaluation)					
				Sub-CPMK 5: Correctly analysing articles on the implementation of STEAM learning in primary schools	Discussions, case studies and presentations	Written test	20		
		PLO 3: Able to apply theoretical concepts to design, implement and evaluate learning in primary schools based on logical, critical, creative, innovative, systematic thinking, and adapt	CPMK 4: Designing, implementing and evaluating learning using a STEAM approach in primary schools based on logical, critical, creative, innovative and systematic	Sub-CPMK 6: Designing and implementing learning using a STEAM approach in primary schools correctly	Project	Demonstration	15		
				Sub-CPMK 7: Evaluating STEAM-based learning in primary	Project	Demonstration	15		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		to changing situations.	thinking, and adapting to changing situations.	schools correctly					
61	Digital Literacy and Humanity	PLO-1 demonstrates character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: demonstrates honesty, responsibility and adaptability in studying Digital Literacy and Humanity	Sub-CPMK 1 demonstrates honesty in analysing and creating works of Digital Literacy and Humanity	Cultivating honesty	Observation	7	14	2
				Sub-CPMK 2 demonstrates a responsible character in analysing and creating works of Digital Literacy and Humanity	Cultivating a responsible character	Observation	7		
		PLO-8 Establishing oral	CPMK 2: Analysing the	Sub-CPMK 3: Explaining the	Discussion, case studies and	Written Test	10	60	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		and written communication regarding innovative designs and works on education, learning and curriculum content in Primary Schools by utilising science and technology	concepts of digital literacy and humanity, as well as the impact of technology on social life and primary education.	relationship between humans and technology and the paradigm of digital literacy in primary education	presentations				
				Sub CPMK 4 Identifying the positive/negative impacts of technology on the development of primary school children	Discussions, case studies and presentations	Written Test	10		
			CPMK 3 Evaluating the application of current technologies (IoT, Big Data, AI, e-	Sub-CPMK 5 Demonstrating the use of IoT and Big Data for primary school learning solutions	Discussions, case studies and presentations	Written Test	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			commerce) in the context of primary school learning and daily life.	Sub-CPMK 6 Analysing the role of AI and e-commerce in daily life and education	Discussions, case studies and presentations	Written Test	10		
			CPMK 4: Applying the principles of wise internet use and digital legal awareness (the ITE Law) in educational practice.	Sub-CPMK 7: Applying strategies for the wise use of the internet for primary school teachers and pupils	Discussions, case studies and presentations	Written Test	10		
				Sub-CPMK 8: Explaining the implications of the ITE Law in the practice of developing learning media	Discussion, case studies and presentations	Written Test	10		
		PLO-10 Able to independently	CPMK 5: Creating adaptive	Sub-CPMK 9: Designing	Discussion, case studies and	Written Test	10	20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		produce adaptive and economically viable multimedia works for learning in primary schools	multimedia works based on digital literacy for primary school learning.	prototypes of primary school learning media that integrate the principles of digital literacy.	presentations				
				Sub CPMK 10 Developing multimedia works (videos/infographics) on digital ethics for primary school pupils	Project	Portfolio	10		
62	Stagecraft Engineering	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an	CPMK 1: Demonstrates a responsible attitude when carrying out Stage Production Engineering tasks	Sub-CPMK 1: Demonstrates a responsible attitude in completing Performance Stage Technical Design tasks	Instilling a sense of responsibility in studying performance stage technical design material	Observation	5	10	2

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		expression of devotion to God the Almighty	CPMK 2: Demonstrating an attitude of honesty when carrying out tasks related to stage technical design	Sub-CPMK 2: Demonstrating honesty in completing tasks related to Stage Technical Design	Fostering an attitude of honesty when studying the subject of Stage Performance Techniques	Observation	5		
		PLO-11: Able to creatively design performance art for primary school pupils	CPMK 3: Students are able to design and develop technical solutions for the staging of performances in a procedural and collaborative manner using a logical, creative and adaptive approach, whilst demonstrating	Sub CPMK 3: Students are able to identify the technical requirements of a performance stage, including lighting, sound, artistic design, and other supporting equipment.	Discussion	Quiz	15	35	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			responsibility in addressing the technical and artistic dynamics of the performance.						
				Sub CPMK 4: Students are able to develop a technical stage design based on the type of performance and the characteristics of the venue used.	Project	Portfolio	20		
			CPMK 4: Students are able to design and develop creative, functional, and educational performance technical	Sub CPMK 5: Students are able to identify the technical requirements for arts performances at primary school	Project	Performance	24	49	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			arrangements to support arts performances appropriate to the characteristics of primary school pupils.	level, including stage design, lighting, sound, costumes, and props appropriate to the age and safety of the children.					
				Sub CPMK 6: Students are able to design a technical performance concept (stage layout, technical flow, scene transitions, and prop arrangements) that supports the message, aesthetics, and	Project	Performance	25		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				student engagement in the performance.					
63	Stage Directing	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrates a responsible attitude in carrying out Performance Direction tasks	Sub-CPMK 1: Demonstrates a responsible attitude in completing Performance Costume Design tasks	Instilling a sense of responsibility in studying Performance Costume Design material	Observation	5	10	94
			CPMK 2: Demonstrating an attitude of honesty when carrying out Performance Direction tasks	Sub-CPMK 2: Demonstrating honesty in completing tasks related to Performance Costume Design	Instilling an attitude of honesty in studying Performance Costume Design material	Observation	5		
		PLO - 5 Able to	CPMK 3: Students	Sub-CPMK 3:	Discussion	Quiz	15	35	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		formulate procedural problem-solving, both independently and/or collaboratively, based on logical, critical, creative, innovative, systematic thinking, and adapt to changing situations (adaptive) in a responsible manner.	are able to formulate solutions for performance direction in a logical, creative, and systematic manner, both individually and in groups, through planning, directing, and evaluating the performance, and are able to adapt to technical and situational changes during the production process	Students are able to develop a conceptual scenario for directing a performance based on an analysis of the script, character profiles, and the technical conditions of the venue and performers in a systematic and innovative manner.					
				Sub CPMK 4: Students are able to develop a	Project	Performance	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				performance sequence and a creative and logical roadmap for the programme.					
		PLO-11: Able to creatively design performing arts for primary school pupils	CPMK 4: Students are able to devise a creative and educational performance direction concept that is appropriate to the developmental characteristics of primary school pupils	Sub-CPMK 5: Students are able to draw up a rehearsal schedule for performers	Project	Performance	24	49	
				Sub CPMK 6: Students are able to design and direct a	Project	Performance	25		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				performance					
64	Stage Makeup	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrates a responsible attitude when carrying out Performance Make-up tasks	Sub-CPMK 1: Demonstrates a responsible attitude in completing Performance Make-up tasks	Instilling a sense of responsibility in studying performance make-up material	Observation	5	10	2
			CPMK 2: Demonstrating an attitude of honesty when carrying out Performance Make-up tasks	Sub-CPMK 2: Demonstrating honesty in completing Performance Make-up tasks	Instilling an attitude of honesty in studying Performance Make-up material	Observation	5		
		PLO - 5 Able to formulate procedural	CPMK 3: Students are able to formulate and	Sub-CPMK 3: Students are able to analyse make-up	Discussion	Quiz	15	35	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		problem-solving approaches, either independently and/or collaboratively, based on logical, critical, creative, innovative, systematic, and adaptive thinking in response to changing situations (adaptive) in a responsible manner.	apply solutions for performance make-up in a procedural and collaborative manner, using a logical, creative, innovative, and adaptive approach, whilst demonstrating responsibility in resolving technical and artistic challenges across various forms of performance.	requirements based on culture, character, script, theme, and performance context in a logical and systematic manner.					
				Sub-CPMK 4: Students are able to devise and implement	Project	Portfolio	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				innovative make-up designs appropriate to the nature of the performance, and adapt to technical constraints or changing circumstances during production.					
		PLO-11: Able to creatively design performance art for primary school pupils	CPMK 4: Students are able to design and implement creative, educational performance make-up concepts appropriate to the character of primary school children, as part of	Sub-SMPK 5: Students are able to identify the make-up requirements for characters in children's performing arts based on the script, character, theme, and cultural context.	Project	Performance	24	49	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			the realisation of character expression and aesthetic values in children's performing arts.						
				Sub CPMK 6: Students are able to apply make-up practically in arts performances for primary school pupils, taking into account hygiene, the safety of materials, and the clarity of the characters.	Project	Performance	25		
65	Performing Arts	PLO-1: Able to demonstrate	CPMK 1: Demonstrating a	Sub-CPMK 1: Demonstrating a	Instilling a sense of responsibility	Observation	5	10	2

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
	Management	character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	responsible attitude in carrying out Performing Arts Management tasks	responsible attitude in completing Performance Make-up tasks	in studying performance make-up materials				
			CPMK 2: Demonstrating an attitude of honesty when carrying out tasks in Performing Arts Management	Sub-CPMK 2: Demonstrating honesty in completing Performing Arts Management tasks	Instilling an attitude of honesty in studying Performance Arts Management material	Observation	5		
		PLO - 5 Able to formulate procedural problem-solving approaches, both	CPMK 3: Students are able to formulate managerial strategies and	Sub-CPMK 3: Students are able to analyse the needs and potential of a performance to	Discussion	Quiz	15	34	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		independently and/or collaboratively, based on logical, critical, creative, innovative, systematic thinking, and adapt to changing situations (adaptive) in a responsible manner.	solutions in the planning, implementation, and evaluation of performing arts in a procedural manner, either independently or collaboratively, using a logical, creative, innovative, and adaptive approach to the dynamics of change, whilst demonstrating responsibility at every stage of the activity.	formulate logical and systematic performing arts management strategies.					
				Sub CPMK 4:	Project	Portfolio	19		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Students are able to draw up a performance work plan covering the production's organisational structure, division of tasks, budget, schedule, and technical and artistic plans.					
		PLO-11: Able to creatively design performing arts for primary school pupils	CPMK 4: Students are able to design and manage performing arts activities in a creative and educational manner, tailored to the characteristics	Sub-CPMK 5: Students are able to design the production's organisational structure, rehearsal schedules, and the allocation of children's	Project	Portfolio	25	50	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			of primary school pupils, through planning, coordination, implementation and evaluation that support children's active engagement and development.	performance roles in a systematic and communicative manner.					
				Sub CPMK 6: Students are able to manage the process of staging children's arts performances whilst taking into account safety aspects, active student participation, and	Project	Performance	25		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				the achievement of educational objectives.					
66	Costume Design for Performances	PLO-1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrates a responsible attitude in carrying out Performance Costume Design tasks	Sub-CPMK 1: Demonstrating a responsible attitude in completing Performance Costume Design tasks	Instilling a sense of responsibility in studying Performance Costume Design material	Observation	5	10	2
			CPMK 2: Demonstrating an attitude of honesty when carrying out Performance Costume Design tasks	Sub-CPMK 2: Demonstrating honesty in completing Performance Costume Design tasks	Instilling an attitude of honesty in studying Performance Costume Design material	Observation	5		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		PLO - 5 Able to formulate procedural problem-solving, both independently and/or collaboratively, based on logical, critical, creative, innovative, systematic thinking, and adapt to changing situations (adaptive) in a responsible manner.	CPMK 3: Students are able to design and implement solutions for the design and production of performance costumes in a procedural manner, either independently or collaboratively, using a logical, creative, innovative, and adaptive approach, whilst demonstrating responsibility in resolving technical	Sub-CPMK 4: Students are able to analyse the requirements for performance costumes based on character traits, performance themes, cultural context, and technical stage conditions.	Discussion	Quiz	15	35	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			and artistic challenges within the context of a performance.						
				Sub CPMK 5: Students are able to work collaboratively in the process of designing performance costumes	Project	Performance	20		
		PLO-11: Able to creatively design performance art for primary school pupils	CPMK 4: Students are able to design creative, safe, and educational performance costumes in accordance with the characters, the	Sub-CPMK 5: Students are able to select materials, colours, and costume accessories that support the performance theme	Project	Performance	24	49	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			performance theme, and the developmental stage of primary school pupils as part of children's performing arts expression.	whilst considering educational value and comfort for the pupils.					
				Sub CPMK 6: Students are able to create prototypes of children's performance costumes independently or in groups, taking into account aesthetics, function, and ease of production.	Project	Demonstration	25		
67	Content	PLO-1	CPMK 1:	Sub-CPMK 1:	Cultivating	Observation	7	14	2

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
	Management	demonstrates character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	demonstrates honesty, responsibility and adaptability in analysing Content Management	demonstrates honesty in analysing and producing work resulting from Content Management	honesty			60	
				Sub-CPMK 2 demonstrates a responsible character in analysing and producing work resulting from Content Management	Cultivating a responsible character	Observation	7		
		PLO 9 Able to design, manage, and run a business in the field of	CPMK-2: Analysing and designing education content	Sub-CPMK 3 Analysing local wisdom as a source of educational	Project	Portfolio	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		primary education based on local wisdom and lifelong learning	based on local wisdom for primary school learning.	content.					
				Sub-CPMK 4 Designing a prototype of educational content based on local wisdom.	Project	Portfolio	10		
			CPMK-3 Managing and developing sustainable education businesses based on local wisdom.	Sub-CPMK 5 Planning a model for education businesses based on local content.	Project	Portfolio	10		
				Sub-CPMK 6 Promoting and evaluating educational enterprises.	Project	Portfolio	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		PLO - 10 Able to independently produce adaptive and economically viable multimedia works for learning in primary schools	CPMK 3: Able to independently design, develop and publish adaptive multimedia works of economic value for learning in primary schools.	Sub-CPMK 7: Understand the concepts and principles of adaptive multimedia for primary school learning.	Project	Portfolio	10		
				Sub-CPMK 8 Designing adaptive multimedia works in accordance with primary school learning needs.	Project	Portfolio	10		
				Sub-CPMK 9 Developing interactive multimedia works of economic value.	Project	Portfolio	10		
				Sub-CPMK 10	Project	Portfolio	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Independently evaluating and publishing multimedia works.					
68	Digital Marketing	PLO-1 demonstrates character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1 Students are able to demonstrate honesty and uphold ethical standards in the planning and implementation of digital marketing strategies.	Sub-CPMK 1 Students are able to explain and carry out digital marketing tasks with honesty	Cultivating an honest character	Observation	7	14	94
			CPMK 2 Students are able to demonstrate a responsible attitude in the planning and implementation of digital marketing	Sub-CPMK 2 Students are able to carry out tasks with a sense of responsibility	Cultivating a sense of responsibility	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			strategies.						
		PLO-9 Able to design, manage, and run a business in the field of primary education based on local wisdom and lifelong learning	CPMK 3 Students are able to explain the concept of digital marketing	Sub-CPMK 3 Students are able to explain the definition of digital marketing	Discussion	Written Test	10	40	
				Sub-CPMK 4: Students are able to explain digital consumer behaviour	Discussion	Written Test	10		
				Sub CPMK 4 Students are able to explain digital marketing strategies	Discussion	Written Test	10		
			CPMK 4 Students	Sub CPMK 5	Discussion	Written Test	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			are able to explain Search Engine Optimisation and Marketing	Students are able to explain Search Engine Optimisation					
				Sub-CPMK 6 Students are able to explain Search Engine Marketing	Discussion	Written Test	10		
		PLO - 10 Able to independently produce adaptive and economically valuable multimedia works for learning in primary schools	CPMK 5 Able to develop media marketing concepts	Sub-CPMK 7 Students are able to develop marketing content with effective storytelling	Project	Portfolio	30	30	
69	Public Speaking	PLO-1 Able to demonstrate character and conduct that	CPMK 1 Students demonstrate self-confidence, communication	Sub-CPMK 1 Demonstrating self-confidence when speaking in front of	Simulation	Performance	20	100	2 credits

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God the Almighty	ethics, and a professional attitude when speaking in public	small and large groups.					
		PLO-8 Establishing communication both orally and written communication regarding innovative designs and works on education, learning and curriculum content in primary schools by utilising science	CPMK 2 Students are able to understand the basic concepts of communication and public speaking in the context of .	Sub-CPMK 2: Analysing communication barriers in the teaching and learning process at primary schools and how to overcome them	Case Study	Case Study	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		and technology							
		PLO 10 Able to produce adaptive and of economic value for learning in primary schools independently	CPMK 3 Students are able to compile materials and draft speeches or presentations in accordance with the objectives and audience	Sub CPMK 3 Students are able to write speech or presentation scripts whilst paying attention to rhetorical structure and language conventions	project	project	30		
			CPMK 4 Students are able to deliver a presentation or speech that is communicative, persuasive and inspiring in public	Sub CPMK 4 Students can present themselves confidently with appropriate vocal control and body language	project	project	30		
70	Social Media Analysis	PLO-1 Demonstrates character and	CPMK 1: Demonstrates honesty,	Sub-CPMK 1: Demonstrates honesty in	Cultivating honesty	Observation	7	14	2

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	responsibility and adaptability in analysing Social Media Analysis	analysing and producing Social Media Analysis					
				Sub-CPMK 2 Demonstrating a responsible character in analysing and creating Social Media Analysis	Cultivating a responsible character	Observation	7		
		PLO-9 Able to design, manage, and run a business in the field of primary education based on local wisdom and lifelong learning	CPMK 2: Able to design social media in the field of primary education based on local wisdom and lifelong learning	Sub-CPMK 3: Able to analyse social media in the field of primary education based on local wisdom and lifelong learning	Discussion, case studies and presentations	Written Test	10	60	
				Sub-CPMK 4: Able to design social media for primary	Discussions, case studies and presentations	Written test	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				education based on local wisdom and lifelong learning					
			CPMK 3 Able to manage social media in the field of primary education based on local wisdom and lifelong learning	Sub CPMK 5 Demonstrate the management of social media in primary education based on local wisdom and lifelong learning	Discussions, case studies and presentations	Written Test	10		
				Sub-CPMK 6 Able to manage social media in the field of primary education based on local wisdom and lifelong learning	Discussions, case studies and presentations	Written Test	10		
			CPMK 4: Able to run a business in	Sub-CPMK 7: Running a business	Discussions, case studies and	Written Test	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			the field of primary education through social media based on local wisdom and lifelong learning	in the field of primary education via social media based on local wisdom	presentations				
				Sub-CPMK 8: Running a business in the field of primary education through social media as a lifelong learning process	Discussions, case studies and presentations	Written Test	10		
		PLO-10 Able to independently produce adaptive and economically valuable multimedia works for learning in primary schools	CPMK 5: Able to produce social media content in the field of primary education based on local wisdom and lifelong learning	Sub-CPMK 9: Designing a prototype for social media in the field of primary education based on local wisdom and lifelong learning	Discussion, case studies and presentations	Written Test	10	20	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				Sub CPMK 10 Able to produce social media in the field of primary education based on local wisdom and lifelong learning	Project	Portfolio	10		
71	Content Production	PLO-1 demonstrates character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1: Demonstrates honesty, responsibility and adaptability in analysing content production	Sub-CPMK 1: Able to interpret content production data objectively and responsibly, upholding honesty in the presentation of information.	Cultivating honesty	Observation	7	14	2 credits
				Sub-CPMK 2: Able to adapt to the dynamics and changing trends in content production	Developing a sense of responsibility	Observation	7		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		PLO-9 Able to design, manage, and run a business in the field of primary education based on local wisdom and lifelong learning	CPMK 2: Able to explain the basic concepts of content production and analyse the strategic role of quality control in supporting educational innovation.	Sub-CPMK 3: Able to explain various basic concepts in content production, including its stages and key elements.	Discussion, case studies and presentations	Written Test	10	60	
				Sub CPMK 4: Able to critically analyse the strategic role of quality control in ensuring quality and supporting innovation in an educational context.	Discussions, case studies and presentations	Written Test	10		
			CPMK 3: Able to analyse the importance of content quality control and apply	Sub-CPMK 5: Able to identify and analyse relevant quality standards for learning content	Discussions, case studies and presentations	Written Test	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			relevant quality standards at every stage of learning content production.	at every stage of production.					
				Sub-CPMK 6: Able to apply quality control principles at every stage of learning content production to ensure that the established quality standards are met.	Discussions, case studies and presentations	Written Test	10		
			CPMK 4: Able to produce innovative and high-quality primary school educational content through the systematic application of quality control	Sub-CPMK 7: Able to systematically apply quality control principles at every stage of production to produce innovative primary school educational	Discussions, case studies and presentations	Written Test	10		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			principles.	content.					
				Sub-CPMK 8: Able to evaluate and ensure the high quality of primary school educational content products based on the quality control standards and principles that have been applied.	Discussions, case studies and presentations	Written Test	10		
		PLO-10 Able to independently produce adaptive and economically viable multimedia works for learning in primary schools	CPMK 5: Design and draft proposals for innovative and economically viable educational multimedia content projects, based on in-depth creative	Sub-CPMK 9: Able to conduct in-depth creative research to identify innovative and market-relevant ideas for educational multimedia content.	Discussions, case studies and presentations	Written Test	10	26	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
			research. CPMK 6: Produce professional and ethically sound educational multimedia content through a feasibility assessment process and a final project practical.	Sub-CPMK 10: Able to draft a comprehensive proposal for an educational multimedia content project, covering aspects of innovation, technical feasibility, and economic potential.	Project	Portfolio	16		
72	Internship – Curriculum Analysis	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an	CPMK 1 Able to demonstrate integrity in conducting an analysis of the school’s operational	Able to demonstrate integrity in conducting an analysis of the school’s operational	Work Placement	Observation	20		90 hours: 45 = 2 credits

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		expression of devotion to God the Almighty	curriculum	curriculum					
		PLO 2 Examine in depth the theoretical concepts of education, learning, assessment, technology and subject content in primary schools, and be able to formulate procedural solutions to problems.	CPMK 2 Analysing the school's operational curriculum in accordance with the programme's field of study, to resolve learning issues so as to provide educational learning services	Students are able to analyse the school's operational curriculum in accordance with the field of study of the programme to provide educational learning services	Work Placement	Outcome	20		
		PLO 4 Able to solve educational	CPMK 3 Solve problems critically	Students are able to formulate solutions	Work Placement	Outcome	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		and learning problems procedurally by applying practical skills and primary school-related knowledge	and wisely by applying pedagogical concepts and principles, as well as the scope of the field of study, to analyse the school's operational curriculum in line with the field of study, in order to resolve learning issues and thus provide educational learning services.	to learning problems through curriculum analysis so as to provide educational learning services					
				Students are able to solve problems critically and	Work placement	Product	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				wisely by applying the concept of curriculum analysis within the scope of the study programme's field of study to examine the school's operational curriculum so as to provide educational learning services					
		PLO 7 Able to make decisions in applying the principles of educational and learning problem-solving procedurally in	CPMK 4 Able to make decisions and select alternative solutions in solving problems related to educational learning services through curriculum	Students are able to make decisions and select alternative solutions in addressing educational learning service issues through	Work placement	product	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		continuous professional development	analysis in accordance with the scope of the programme's field of study	curriculum analysis in accordance with the scope of the programme's field of study					
73	Internship – Lesson Plan Development (2)	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	CPMK 1. Able to demonstrate integrity in carrying out the development of lesson plans	Sub-CPMK 1. Able to demonstrate integrity in analysing the school's operational curriculum	Work Placement	Observation	10		90 hours / 45 hours = 2 credits
		PLO 2 Examine in depth the theoretical concepts of education,	CPMK 2 Able to analyse learning approaches, learning models, teaching materials,	Students are able to analyse learning approaches, learning models, teaching materials,					

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		learning, assessment, technology and subject content in primary schools, and be able to formulate procedural problem-solving strategies.	and assessment by applying ICT in the planning of learning that is safe, comfortable, enjoyable, and challenging within the scope of the programme's academic field to formulate solutions to issues regarding the quality of learning.	and assessment by applying ICT in the planning of learning that is safe, comfortable, enjoyable, and challenging within the scope of the programme's academic discipline Students are able to formulate solutions to high-quality learning problems through learning planning					
		PLO 4 Able to solve educational and learning problems	Solve problems critically and wisely by applying pedagogical	Students are able to solve problems critically and wisely by applying	Work placement	Outcomes	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		procedurally by applying practical skills and primary school-related knowledge	concepts and principles, as well as the scope of the academic discipline, to create safe, comfortable, enjoyable and challenging learning plans.	concepts of safe, comfortable, enjoyable and challenging learning planning to improve the quality of learning					
		PLO 7 Able to make decisions in applying the principles of educational and learning problem-solving procedurally in continuous professional development	Able to make decisions and select alternative solutions in learning planning to address issues regarding the quality of learning within the scope of the programme's academic discipline	Students are able to make decisions and select alternative solutions in addressing issues related to educational learning services through learning planning to resolve learning quality	Work placement	Outputs	20		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
				issues within the academic discipline of the study programme					
74	Internship – Development of Learning Media	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God the Almighty	Able to demonstrate integrity in carrying out Educational Media Development	Able to demonstrate integrity in carrying out Educational Media Development	Work Placement	Observation	10	10	90 hours / 45 hours = 2 credits
		PLO-2: To examine in depth the theoretical concepts of education,	Be able to analyse teaching materials by applying ICT in developing learning media within the	Able to analyse teaching materials by applying ICT in developing learning media within the	Work Placement	Product	15	15	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		learning, assessment, technology and curriculum content in primary schools, and to be able to formulate procedural solutions to problems.	academic scope of the study programme to formulate solutions to issues regarding the quality of learning.	academic field of the study programme to formulate solutions to issues regarding the quality of learning.					
				Students are able to develop learning media within the academic field of the study programme	Internship	Outputs	20	20	
				Students are able to formulate solutions to problems relating to the quality of learning	Internship	Product	15	15	
		PLO 4 Able to solve educational	Solve problems critically and	Students are able to solve problems	Work placement	Product	15	15	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		and learning problems procedurally by applying practical skills and knowledge of primary education	wisely by applying concepts of learning media development within the scope of the programme's field of study	critically and wisely by applying concepts of learning media development within the scope of the programme's field of study					
		PLO-7 Able to make decisions in applying the principles of educational and learning problem-solving procedurally in continuous professional development	Able to make decisions and select alternative solutions in developing learning media to address issues regarding the quality of learning within the scope of the programme's field of study	Students are able to make decisions and select alternative solutions in developing learning media to address issues of learning quality within the scope of the programme's field of study	Work placement	Outcome	15	15	

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
75	Community Service Programme – Digital Literacy	PLO 1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	Able to apply academic knowledge and digital literacy practices across all fields in the implementation of the KKN	Collaborate with the team in implementing the Digital Literacy Community Service Programme	Discussion, action	Assignments	60	190 hours x 1 credit/2.1 hours/week: 4 credits	2 credits
		PLO 12 Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship	Able to apply academic knowledge, in accordance with the KKN location in the fields of education, entrepreneurship, the environment,	Able to implement the KKN programme whilst taking into account the objectives of KKN, namely mentoring and empowerment	Discussion, action	Assignments	65		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	and health.						
		PLO 7 Able to make decisions in applying the principles of educational and learning problem-solving procedurally in the development of a	Able to apply knowledge in the field of technology in community empowerment to improve community welfare	Able to carry out community empowerment through digital literacy community service (KKN) to improve community welfare	Discussion, action	Project	65		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		sustainable profession in the face of change (adaptive) in a responsible manner							
76	Community Service Program– Inclusive and Exclusive Leadership	PLO 1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	Able to apply leadership in the era of disruption at the KKN location with a fair and responsible attitude, and able to resolve community issues	Able to implement community empowerment programmes by applying leadership at the KKN location	Field study, action	Assignments	60	190 hours x 1 credit/2.1 hours/week: 2 credits	2 credits
		PLO 12 Evaluate and integrate concepts of religion, nationalism, the	Able to apply leadership with ADAB character in the community alongside the KKN	Able to implement the KKN programme with leadership in the community	Field studies, action	Assignments	65		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	group						
		PLO 5 Able to formulate procedural problem-solving approaches, both	Able to analyse social dynamics within the community using inclusive and	Able to distinguish the characteristics of inclusive and exclusive leadership in the	Field studies, action	Assignments	65		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		independently and/or collaboratively, based on logical, critical, creative, innovative, systematic thinking, and adapt to changing situations (adaptive) in a responsible manner	exclusive leadership approaches	context of community empowerment.					
77	Community Service Program-Non-Formal Education	PLO 1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of	Able to apply learning and mentoring practices within the community, particularly at the non-formal education level	Able to apply community empowerment principles in non-formal education	Field studies, action	Assignments	60	190 hours x 1 credit/2.1 hours/week: 2 credits	2 credits

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		devotion to God Almighty.							
		PLO 12 Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional	Able to apply academic knowledge in Community Service (KKN) activities in accordance with the potential of the KKN location whilst upholding the ADAB values.	Able to apply the ADAB values in community empowerment during KKN activities in non-formal education	Field studies, action	Assignments	65		

Course No.	Course Name	PLO allocated to the course	CPMK	Sub-CPMK	Form of Learning	Format Assessment	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
-1	-2	-3	-4	-5			-6	-7	-8
		knowledge and practice							
		PLO 5 Able to formulate procedural problem-solving approaches, either independently and/or collaboratively, based on logical, critical, creative, innovative, systematic thinking, and adapt to changing situations (adaptive) in a responsible manner	able to identify and map the needs and potential of non-formal educational institutions (such as Early Childhood Education Centres, Early Childhood Education, Nursery Schools, Madrasah Diniyah, Islamic Boarding Schools, and Places of Worship) in the KKN area	analyse the challenges and needs faced by non-formal educational institutions in the KKN area based on the results of field mapping.	Field study, action	Assignments	65		



Table 6.4 PLO – MK mapping matrix

No	MK	PLO											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Islamic Religious Education	v											v
2	Christian Religious Education	v											v
3	Catholic Religious Education	v											v
4	Hindu Religious Education	v											v
5	Buddhist Religious Education	v											v
6	Confucian Religious Education	v											v
7	Civics Education	v											v
8	Pancasila Education	v											v
9	Indonesian Language	v											v
10	English	v											v
11	PGRI Studies	v											V
12	technology-based entrepreneurship	v											V
13	Community Service Programme – Problem Solving in the Community	v				v							V
14	Final Project	v			v				v				
15	Basic Mathematical Concepts	v	v										
16	Arithmetic and Algebra	v	v										
17	Geometry and Measurement in Elementary School	v	v										
18	Basic Statistics	v	v										
19	Mathematics Learning in Elementary School	v	v	v									
20	Basic Concepts of Physics Science	v	v										
21	Basic Concepts of Biology Science	v	v										
22	Science Learning in Elementary School	v	v	v									
23	Environmental Education	v	v										
24	Science and Technology	v	v										
25	Basic Concepts of Social Studies	v	v										
26	Social Studies Learning in Elementary School	v	v	v									
27	Basic Concepts of Civic Education	v	v										
28	Civics Education in Elementary Schools	v	v	v									
29	Basic Concepts of Indonesian Language and Literature	v	v										

No	MK	PLO											
		1	2	3	4	5	6	7	8	9	10	11	12
30	Indonesian Language Proficiency	v							v				
31	Children's Literature Appreciation	v							v				
32	Indonesian Language Learning in Elementary Schools	v		v	v								
33	Cultural Arts Education	v	v	v									
34	English Language Learning in Elementary Schools	v		v	v								
35	Coding Learning in Elementary School	v	v			v				v			
36	Dance and Drama Arts Education	v	v									v	
37	Visual Arts Education	v	v									v	
38	Music Education	v	v									v	
39	Physical Education in Elementary Schools	v	v	v									
40	Basic Principles and Development of Elementary School Curriculum	v	v										
41	Lesson Planning	v	v	v									
42	Foundations of Education	v	v										
43	Educational Innovation	v	v	v									
44	Educational Professional Ethics	v	v										
45	Learning Evaluation	v	v	v			v						
46	ICT-Based Learning	v					v	v	v				
47	Educational Media and Videography for Elementary Education	v					v			v	v		
48	Basic Educational Graphic Learning Media	v					v				v		
49	Basic Educational Guidance and Counseling Animation Learning Media	v					v			v	v		
50	Exploratory Study	v				v							
51	Research Methodology	v			v			v					
52	Research Statistics	v	v		v			v					
53	Scientific Writing	v							v				
54	Inclusive Education	v				v							
55	Guidance and Counseling for Elementary School	v				v							
56	Regional Language Education	v		v	v								
57	Microteaching	v		v	v								
58	Internship – Service Implementation	v	v		v			v					
59	Laboratory Management	v	v										

No	MK	PLO											
		1	2	3	4	5	6	7	8	9	10	11	12
60	STEAM Learning in Primary Schools	v	v	v									
61	Digital Literacy and Humanity	v							v		v		
62	Stagecraft Engineering	v										v	
63	Stage Directing	v				v						v	
64	Stage Makeup	v				v						v	
65	Performance Arts Management	v				v						v	
66	Costume Design for Performances	v				v						v	
67	Content Management	v								v	v		
68	Digital Marketing	v								v	v		
69	Public Speaking	v							v		v		
70	Social Media Analysis	v								v	v		
71	Content Production	v								v	v		
72	Internship – Curriculum Analysis	v	v		v			v					
73	Internship – Lesson Plan Development	v	v		v			v					
74	Internship – Development of Learning Media	v	v		v			v					
75	Community Service Program – Digital Literacy (freeform)	v						v					v
76	Community Service Program – Inclusive and Exclusive Leadership (freeform)	v				v							v
77	Community Service Program – Non-Formal Education (freeform)	v				v							v

## 7 Organisation of programme study courses

Distribution of courses by category as listed in the “Course Groups” table 7.1 below

**Table 7.1. Course Organisation**

No	Credit Points	Course Code	Course Name	Course Group				Course Group						
				Compulsory Course	Elective Course	Compulsory Courses in the Curriculum	UPGRIS Distinctive MK	MPK	MKK	MKB	MPB	MBB	MKDK	
1	2	1225121601	Islamic Religious Education			v		v						
2		1225121602	Christian Religious Education			v		v						
3		1225121603	Catholic Religious Education			v		v						
4		1225121604	Hindu Religious Education			v		v						
5		1225121605	Buddhist Religious Education			v		v						
6		1225121606	Confucian Religious Education			v		v						
7	2	1225121607	Civics Education			v		v						
8	2	1225121608	Pancasila Education			v		v						
9	2	1225121609	Indonesian Language			v			v					
10	2	1225221610	English				v		v					
11	2	1225221611	PGRIS Studies				v				v			
12	4	1225221612	Technology-based Entrepreneurship				v		v					
13	4	1225242613	Community Service Program				v						v	

No	Cred it Point s	Course Code	Course Name	Course Group				Course Group							
				Compul sory Course	Elective Course	Compulsory Courses in the Curriculum	UPGRIS Distinctive MK	MPK	MKK	MKB	MPB	MBB	MKDK		
14	6	1225722614	Final Project				v								
15	3	1225331615	Basic Mathematical Concepts	v					v						
16	2	1225321616	Arithmetic and Algebra	v					v						
17	2	1225321617	Geometry and measurement for Elementary school	v					v						
18	2	1225321618	Basic Statistics	v					v						
19	3	1225331619	Mathematics Learning in Elementary School	v						v					
20	3	1225331620	Basic Concepts of Physics Science	v					v						
21	3	1225331621	Basic Concepts of Biology Science	v					v						
22	3	1225331622	Science Learning in Elementary School	v						v					
23	2	1225321623	Environmental Education	v					v						
24	2	1225321624	Science and Technology	v					v						
25	3	1225331625	Basic Concepts of Social Studies	v					v						
26	3	1225331626	Social Studies Learning in Elementary School	v						v					
27	2	1225321627	Basic Concepts of Civic Education	v					v						

No	Credit Points	Course Code	Course Name	Course Group				Course Group						
				Compulsory Course	Elective Course	Compulsory Courses in the Curriculum	UPGRIS Distinctive MK	MPK	MKK	MKB	MPB	MBB	MKDK	
28	3	1225331628	Civic Education Learning for Elementary School	v						v				
29	3	1225331629	Basic Concepts of Indonesian Language and Literature	v					v					
30	2	1225331630	Indonesian Language Proficiency	v					v					
31	3	1225331631	Children's Literature Appreciation	v					v					
32	3	1225331632	Indonesian Language Learning in Elementary School	v						v				
33	2	1225322633	Cultural Arts Education	v						v				
34	2	1225321634	English Language Learning in Elementary Schools	v						v				
35	2	1225321635	Coding Learning in Elementary School	v						v				
36	2	1225322636	Dance and Drama Arts Education	v					v					
37	2	1225322637	Visual Arts Education	v					v					
38	2	1225322638	Music Education	v					v					
39	2	1225322639	Physical Education in Elementary Schools	v					v					
40	2	1225321640	Basic Principles and	v					v					

No	Credit Points	Course Code	Course Name	Course Group				Course Group						
				Compulsory Course	Elective Course	Compulsory Courses in the Curriculum	UPGRIS Distinctive MK	MPK	MKK	MKB	MPB	MBB	MKDK	
			Development of Elementary School Curriculum											
41	3	1225331641	Lesson Planning	v						v				
42	2	1225321642	Foundations of Education	v					v					
43	2	1225321643	Educational Innovation	v					v					
44	2	1225321644	Educational Professional Ethics	v					v					
45	2	1225321645	Learning Evaluation	v						v				
46	2	1225322646	ICT-Based Learning	v					v					
47	2	1225322647	Educational Media and Videography for Elementary Education	v					v					
48	2	1225322648	Basic Educational Graphic Learning Media	v					v					
49	2	1225322649	Basic Educational Guidance and Counseling Animation Learning Media	v					v					
50	2	1225322650	Exploratory Study	v					v					
51	2	1225321651	Research Methodology	v					v					
52	2	1225322652	Research Statistics	v					v					
53	2	1225322653	Scientific Writing	v					v					

No	Credit Points	Course Code	Course Name	Course Group				Course Group						
				Compulsory Course	Elective Course	Compulsory Courses in the Curriculum	UPGRIS Distinctive MK	MPK	MKK	MKB	MPB	MBB	MKDK	
54	2	1225321654	Inclusive Education	v						v				
55	2	1225321655	Guidance and Counseling for Elementary School	v					v					
56	2	1225321656	Local Language Education	v										
57	2	1225322657	Microteaching	v						v				
58	4	1225342658	Internship – Teaching Practice	v						v				
59	2	1225342659	Laboratory Management		v				v					
60	2	1225421660	STEAM Learning in Elementary School		v					v				
61	2	1225421661	Digital Literacy and Humanity		v				v					
62	2	1225622662	Stagecraft Engineering		v					v				
63	2	1225622663	Stage Directing		v					v				
64	2	1225622664	Stage Makeup		v					v				
65	2	1225622665	Performing Arts Management		v					v				
66	2	1225622666	Costume Design for Performances		v					v				
67	2	1225622667	Content Management		v					v				
68	2	1225622668	Digital Marketing		v					v				
69	2	1225622669	Public Speaking		v					v				
70	2	1225622670	Social Media Analysis		v					v				

No	Cred it Point s	Course Code	Course Name	Course Group				Course Group						
				Compul sory Course	Elective Course	Compulsory Courses in the Curriculum	UPGRIS Distinctive MK	MPK	MKK	MKB	MPB	MBB	MKDK	
71	2	1225622671	Content Production		v					v				
Internship conversion														
72	2	1225322672	Internship – Curriculum Analysis	v						v				
73	2	1225322673	Internship – Lesson Plan Development	v						v				
74	2	1225322674	Internship – Development of Learning Media	v						v				
KKN Conversion														
75	2	1225222675	Community Service Program – Digital Literacy (freeform)				v						v	
76	2	1225222676	Community Service Program – Inclusive and Exclusive Leadership (freeform)				v						v	
77	2	1225222677	Community Service Program – Non-Formal Education (freeform)				v						v	

**Table 7.2. Course Organisation Matrix**

Semester	Credit Points	No. of Courses	Course Group																	
			Compulsory Courses										Elective Courses					Compulsory Courses	UPGRIS Distinctive Courses	
VIII	16	5																Community Service (4 credits)	Final Project (6 credits) PLO 1, PLO 4, PLO 8	
VII	20	9	Education al Internship Package (10 credits): PLP- Curriculu m Analysis (PLO 1,									Art Director package: stage production techniques (2 credits) PLO 1, PLO 5, PLO 11; performanc	Content Creator Package : Content Manage ment (2 credits) PLO 1, PLO 9, PLO	Regular package (10 credits): Laborato ry Manage ment (2 credits) PLO 1, PLO 2;						



			PLO 4, PLO 7)									PLO 11.	Content Product ion (2 credits) PLO 1, PLO 9, PLO 10.	Performi ng Arts Manage ment (2 credits PLO 1 PLO 5 PLO 11)					
VI	18	9		Envir onme ntal Educ ation (2 credit s) PLO 1, PLO 2	Science and Technol ogy (2 credits) PLO 1, PLO 2	Research Methodology (2 credits) PLO 1, PLO 4, PLO 7		Scienti fic Writin g (2 credits ) PLO 1, PLO 8	Researc h Statisti cs (2 credits) PLO 1, PLO 2, PLO 4, PLO 7	Microt eachin g (2 credits ), PLO1, PLO3, PLO4								Technolog y-Based Entreprene urship (4 credits) PLO 1, PLO 12	
V	20	9	Primary School English Language Teaching	Prima ry Scho l Math	Primary School Coding (2 credits)	Primary Education Videography Teaching Media (2	Graphic Learning Media for Primary	Anima tion Media for Basic	Curricu lum Plannin g (3 credits)	Dance and Drama Educat ion (2	Cultu ral Arts Educ ation								

			(2 credits) PLO 1, PLO 3, PLO 4	ematics Teaching (3 credits) PLO 1, PLO 2, PLO 3	PLO 1, PLO 2, PLO 5, PLO 9	credits) PLO 1, PLO 6, PLO 9, PLO 10	Education (2 credits) PLO 1, PLO 6, PLO 10	Education (2 credits) PLO 1, PLO 6, PLO 9, PLO 10	PLO 1, PLO 2, PLO 3	credits) PLO 1, PLO 2, PLO 11	(PLO 1, PLO 2, PLO 3)							
IV	20	8	Indonesian Language Teaching for Primary Schools (3 credits) PLO 1, PLO 3, PLO 4	Basic Statistics (2 credits) PLO 1, PLO 2	Exploratory Studies (2 credits) PLO 1, PLO 5	Art Education (2 credits) PLO 1, PLO 2, PLO 11	Primary School Social Studies (3 credits) PLO 1, PLO 2, PLO 3	Foundations and Development of Primary School Curriculum (2 credits) PLO	Learning Assessment (2 credits) PLO 1, PLO 2, PLO 3, PLO 6	ICT- Based Learning (2 credits) PLO 1, PLO 6, PLO 7, PLO 8							English (2 credits) PLO 1, PLO 12	

								1, PLO 2										
III	21	9	Appreciation of Children's Literature (3 credits) PLO 1 and PLO 8	Primary School Science Teaching (3 credits) Primary School Civic Education (3 credits) PLO 1, PLO 2, PLO 3	Primary School Geometry and Measurement (2 credits) PLO 1, PLO 2	Music Education (2 credits) PLO 1, PLO 2, PLO 11	Physical Education in Primary School (2 credits) PLO 1, PLO 2, PLO 3	Inclusive Education (2 credits) PLO 1, PLO 5	Regional Language Education (2), PLO1, PLO2								Civics Education (2 credits) PLO 1, PLO 12	
II	19	9		Basic Concepts of Physics (3 credits) Primary School Guidance and Counseling (2 credits)	Foundations of Education (2 credits) PLO 1, PLO 2	Arithmetic and Algebra for Primary School (2 credits)	Basic Concepts of Civic Education (2 credits)	Innovation in Primary Education (2 credits)									Indonesian Language (2 credits) PLO 1, PLO	Pancasila Education

				s) PLO 1 PLO2	PLO 1, PLO 5		PLO 1, PLO 2	) PLO 1, PLO 2	PLO 1, PLO 2, PLO 3						12	(2 credits) PLO 1, PLO 12		
I	18	7	Fundamentals of Indonesian Language and Literature (3 credits) PLO 1 PLO 2)	Basic Concepts of Biology (3 credits) PLO 1 PLO 2	Fundamentals of Mathematics (3 credits) PLO 1 and PLO 2	Professional Ethics in Education (2 credits) PLO 1, PLO 2	Basic Concepts of Social Studies (3 credits) PLO 1 and PLO 2								Religious Education (2 credits) PLO 1, PLO 2			PGRI Studies (2 credits) PLO 1, PLO 2
	152	65																

## 8 PLO Fulfilment Map for Courses

Table 8.1. Map of PLO Fulfilment in Courses

Learning Outcomes/Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
PLO 1	Basic Concepts of Indonesian Language and Literature	Indonesian Language Proficiency	Appreciation of Children's Literature	Indonesian Language Learning in Elementary School	English Language Learning in Elementary School	Technology-Based Entrepreneurship		Community Service Program (KKN) Problem Solving in the Community
	Basic Concepts of Biology Science	Basic Concepts of Physics Science	Science Learning in Elementary School	Basic Statistics	Mathematics Learning in Elementary School	Environmental Education		Final Project
	Basic Mathematical Concepts	Guidance and Counseling for Elementary School	Civic Education Learning for Elementary School	Learning Evaluation	Coding Learning in Elementary School	Science and Technology	Public Speaking	Community Service Program Digital Literacy

Learning Outcomes/Su b-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
	Educational Professional Ethics	Foundations of Education	Geometry and Measurement in Elementary School		Educational Media and Videography for Elementary Education	Research Methodology	Laboratory Management	Community Service Program Inclusive and Exclusive Leadership
					Basic Educational Graphic Learning Media		STEAM Learning in Elementary Schools	Community Service Program in Non-Formal Education
							Digital Literacy and Humanity	
	Basic Concepts of Social Studies	Arithmetic and Algebra	Physical Education in Elementary Schools	Exploratory Studies	Guidance and Counseling for Elementary School		Content Production	
	Religious Education	Basic Concepts of Civic	Inclusive Education	Visual Arts Education	Lesson Planning	Microteaching		

Learning Outcomes/Su b-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
		Education						
	PGRI Studies	Educational Innovation	Pancasila Education	Primary School Social Studies		Research Statistics	Internship Curriculum Analysis	
		Indonesian Language	Regional Language Education	Primary School Curriculum Fundamentals and Development		Scientific Writing	Internship Development of Lesson Plans	
		Pancasila Education	Civics Education	English	Dance and Drama Arts Education		Internship Development of Learning Media	
				ICT-Based Learning	Cultural Arts Education		Internship – Service Implementation	
			Music Education				Stagecraft Engineering	

Learning Outcomes/Su b-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
							Stage Directing	
							Stage Makeup	
							Performing Arts Management	
							Costume Design for Performances	
							Content Management	
							Digital Marketing	

Learning Outcomes/Su b-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
							Social Media Analysis	
PLO 2	Basic Concepts of Indonesian Language and Literature		Science Learning in Elementary School	Basic Statistics	Dance and Drama Arts Education	Research Statistics	Laboratory Management	
	Basic Concepts of Biology Science	Basic Concepts of Physics Science	Civic Education Learning for Elementary School	Visual Arts Education	Mathematics Learning in Elementary School	Environmental Education	STEAM Learning in Elementary Schools	
	Basic Mathematical Concepts	Foundations of Education	Geometry and Measurement in Elementary School	Social Studies Learning in Elementary School	Coding Learning in Elementary School	Science and Technology		
	Educational Professional Ethics	Arithmetic and Algebra		Learning Evaluation	Lesson Planning		Internship - Curriculum Analysis	

Learning Outcomes/Su b-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
	Basic Concepts of Social Studies	Basic Concepts of Civic Education	Physical Education in Elementary Schools	Basic Principles and Development of Elementary School Curriculum			Internship - Development of Lesson Plan Development	
		Educational Innovation	Regional Language Education		Arts and Culture Education		Internship - Development of Learning Media	
			Music Education				Internship - Service Implementation	
PLO 3		Educational Innovation	Science Learning in Elementary School		English Language Learning in Elementary School			
			Civic Education Learning for Elementary		Mathematics Learning in Elementary	Microteaching	STEAM Education in Elementary	

Learning Outcomes/Subject-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
			School		School		Schools	
				Primary School Social Studies	Cultural Arts Education			
			Physical Education in Elementary Schools		Lesson Planning			
			Music Education	Indonesian Language Teaching in Primary Schools				
				Learning Assessment				
PLO 4				Indonesian Language Learning in Primary	English Language Learning in Elementary	Research Methodology	Internship - Curriculum Analysis	final project

Learning Outcomes/Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
				School	School			
						Scientific Writing	Internship-Lesson Plan Development	
						Microteaching	Internship - Development of Learning Media	
						Research Statistics	Internship - Teaching Practice	
PLO 5		Guidance and Counseling for Elementary School	Inclusive Education	Exploratory Studies	Primary School Coding			Community Service Program (KKN) Problem Solving in the Community

Learning Outcomes/Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
							Stage Directing	Community Service Program on Inclusive and Exclusive Leadership
							Stage Makeup	Community Service Program Non-Formal Education
							Performance Arts Management	
							Costume Design for Performances	
PLO 6				Learning Evaluation	Educational Media and Videography for Elementary			

Learning Outcomes/Su b-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
					Education			
				ICT-Based Learning	Basic Educational Graphic Learning Media			
PLO 7				ICT-Based Learning		Research Methodology	Internship - Curriculum Analysis	Community Service Programme Digital Literacy
							Internship - Development of Lesson Plans	
						Research Statistics	Internship - Development of Learning Media	

Learning Outcomes/Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
							PLP Teaching Practice	
PLO 8		Indonesian Language Proficiency	Appreciation of Children's Literature	ICT-Based Learning		Scientific Writing		Final Project
		Indonesian Language					Public Speaking	
							Digital Literacy and Humanities	
PLO 9					Educational Media and Videography for Elementary Education	Technology-Based Entrepreneurship	Content Production	

Learning Outcomes/Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
					Basic Educational Guidance and Counseling Animation Learning Media		Content Management	
					Coding Learning in Elementary School		Digital Marketing	
							Social Media Analysis	
PLO 10					Basic Educational Guidance and Counseling Animation Learning Media		Public Speaking	

Learning Outcomes/Su b-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
							Content Production	
					Educational Media and Videography for Elementary Education		Digital Literacy and Humanities	
					Basic Educational Graphic Learning Media		Social Media Analysis	
							Content Management	
							Digital Marketing	

Learning Outcomes/Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
PLO 11			Music Education	Visual Arts Education	Dance and Drama Arts Education			
							Stagecraft Engineering	
							Stage Directing	
							Stage Makeup	
							Costume Design for Performances	
							Performance Arts Management	
PLO 12	Religious Education	Indonesian Language	Civics Education	English		Technology-Based Entrepreneurship		Community Service Program: Problem

Learning Outcomes/Su b-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
								Solving in the Community
	PGRI Studies	Pancasila Education						Community Service Program on Digital Literacy
								Community Service Program on Inclusive and Exclusive Leadership
								Community Service Program in Non-Formal Education

## 9 Distribution of courses per semester and PLO assessment scheduling

### 9.1 Course Distribution

Table 9.1. List of first-semester courses

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	1225121601	Islamic Religious Education	2				2	
	1225121602	Christian Religious Education						
	1225121603	Catholic Religious Education						
	1225121604	Hindu Religious Education						
	1225121605	Buddhist Religious Education						
	1225121606	Confucian Religious Education						
2	1225221611	PGRI Studies	2				2	
3	1225331615	Basic Mathematical Concepts	3				3	
4	1225331621	Basic Concepts of Biology Science	2	1			3	
5	1225331629	Basic Concepts of Indonesian Language and Literature	3				3	
6	1225321646	Educational Professional Ethics	2				2	
7	1225331625	Basic Concepts of Social Studies	3				3	
Total Course Load for Semester I							18	

### Semester II

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	1225121608	Pancasila Education	2				2	
2	1225121609	Indonesian Language	2				2	
3	1225321616	Arithmetic and Algebra	2				2	
4	1225331620	Basic Concepts of Physics Science	2	1			3	
5	1225331630	Indonesian Language Proficiency	2				2	
6	1225321627	Basic Concepts of Civic Education	3				2	
7	1225321656	Local Language Education	2				2	
8	1225321645	Educational Innovation	2				2	
9	1225321644	Foundations of Education	2				2	
Total Course Load for Semester II							19	

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

### Semester III

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	1225121607	Civics Education	2				2	
2	1225321617	Geometry and Measurement in Elementary School	2				2	
3	1225331622	Science Learning in Elementary School	3				3	Basic Concepts of Biology (I) + Basic Concepts of Physics (II)
4	1225331631	Children's Literature Appreciation	2	1			3	
5	1225331628	Civic Education Learning for Elementary School	3				3	Basic Concepts of Civic Education (II)
6	1225322638	Music Education	1	1			2	
7	1225322639	Physical Education in Elementary Schools	1	1			2	
8	1225321655	Guidance and Counseling for Elementary School	2				2	
9	1225321657	Regional Language Education	2				2	
Total Course Load for Semester III							21	

### Semester IV

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	1225121609	Indonesian English	2				2	
2	1225321647	Learning Evaluation	2				2	
3	1225321618	Basic Statistics	2				2	
4	1225322653	Scientific Writing	2				2	
5	1225331632	Indonesian Language Learning in Elementary School	3				3	Basic Concepts of Indonesian Language and Literature (I), Indonesian Language

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
								Skills for Primary School (II), Appreciation of Children's Literature (III)
6	1225322637	Visual Arts Education	2	v			2	
7	1225331626	Social Studies Learning in Elementary School	3				3	Basic Concepts of Social Studies (I)
8	1225321640	Basic Principles and Development of Elementary School Curriculum	2				2	Foundations of Education (II)
9	1225322646	ICT-Based Learning	1	1			2	
Total Course Load for Semester IV							20	

#### Semester V

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	1225331618	Mathematics Learning in Elementary School	2	1			3	Arithmetic and Algebra (II), Geometry and Measurement (III), Basic Statistics (IV)
2	1225331635	Coding Learning in Elementary School	2				2	
3	1225322647	Educational Media and Videography for Elementary Education	1	1			2	
4	1225322648	Basic Educational Graphic Learning Media	1	1			2	
5	1225322649	Basic Educational Guidance and Counseling Animation Learning Media	1	1			2	
6	1225321634	English Language Learning in Elementary School	1	1			2	
7	1225331641	Lesson Planning	3				3	

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8	1225322636	Dance and Drama Arts Education	1	1			2	
9	1225422662	Cultural Arts Education					2	
Total Course Load for Semester V							20	

### Semester VI

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	1225221612	Technology-Based Entrepreneurship						Videography Educational Media for Primary Education Graphic- based learning resources for primary education Guidance and Counselling Animation Learning Media
2	1225321651	Research Methodology	2				2	
3	1225322652	Research Statistics	2				2	Basic Statistics (IV)
4	1225322654	Scientific Writing	2				2	
5	1225321623	Environmental Education	1	1			2	
6	1225321624	Science and Technology	1	1			2	
7	1225322658	Microteaching						Primary School Educational Innovation (II) + Foundations and Development of the Primary School Curriculum (IV) + Social

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
								Studies Education (IV) + Primary School Mathematics Teaching (V) + Videography as a Teaching Medium in Primary Education (V) + Graphic Design as a Teaching Medium in Primary Education (V) + Lesson Planning (V).
Total Course Load for Semester VI							16	

### Semester VII

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Teaching Placement (for Education Programmes)							
1	1225342657	Internship -Curriculum Analysis		1		1	2	Microteaching (VI)
2	1225322671	Internship – Development of Lesson Plans		1		1	2	
3	1225322672	Internship – Curriculum Analysis		1		1	2	
4	1225322673	Internship – Lesson Plan Development		1		1	4	
						Total credits	10	
CoE Art Director Elective Courses (10 credits)								
5	1225622661	Stagecraft Engineering				2	2	Dance Education (III), Visual
6	1225622663	Stage Directing				2	2	
7	1225622663	Stage Directing				2	2	

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8	1225622664	Stage Makeup				2	2	Arts Education (IV), Music Education (V), Cultural Arts Education (V), Indonesian Language Proficiency in Primary Schools (II)
9	1225622665	Performing Arts Management	2			2		
			Total credits			10		
CoE Elective Course: Content Creator (10 credits)								
5	1225622666	Costume Design for Performances				2	2	Primary Education Videography Teaching Materials, Primary Education Graphic Design Teaching Materials, Primary Education Guidance and Counselling Teaching Materials (V)
6	1225622667	Content Management				2	2	
7	1225622668	Digital Marketing				2	2	
8	1225622669	Public Speaking				2	2	
9	1225422670	Content Production				2	2	
Total credits						10		
Elective courses taken within the programme (if CoE1 and CoE2 are not passed)								
6	1225421658	Laboratory Management	1	1			2	
7	1225421659	STEAM Education in Elementary School	1	1			2	
8	1225421660	Digital Literacy and Humanity	1	1			2	
9	1225622664	Stage Makeup	1	1			2	
10	1225422670	Content Production	1	1			2	
			Total credits			10		
Total Course Load for Semester VII							20	

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

**Semester VIII**

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	1225722614	Final Project			2	4	6	
2	1225242613	Community Service Program				4	4	
3	1225222674	Community Service Program – Digital Literacy				2	2	
4	1225222675	Community Service Program – Digital Literacy (freeform)				2	2	
5	1225222676	Community Service Program – Inclusive and Exclusive Leadership (freeform)				2	2	
Total Course Load for Semester VIII							16	

## 9. 2 Scheduling of PLO Assessment

Table 9.2 PLO measurement schedule

No.	Course Code	Course Name	PLO -1	PLO -2	PLO -3	PLO -4	PLO -5	PLO -6	PLO -7	PLO -8	PLO -9	PLO-10	PLO=11	PLO=12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(11)	(12)	(13)	(14)	(15)	(16)
1	1225121601	Islamic Religious Education	1											1
2	1225121602	Christian Religious Education	1											1
3	1225121603	Catholic Religious Education	1											1
4	1225121604	Hindu Religious Education	1											1
5	1225121605	Buddhist Religious Education	1											1
6	1225121606	Confucian Religious Education	1											1
7	1225121607	Civics Education	3											3
8	1225121608	Pancasila Education	2											2
9	1225121609	Indonesian Language	2											2
10	1225221610	English	4											4
11	1225221611	PGRI Studies	1											1
12	1225221612	Technology-Based Entrepreneurship	6											6
13	1225221613	Community Service Program – Problem Solving in the Community	8				8							8
14	1225721614	Final Project	8			8				8				
15	1225331615	Basic Mathematical Concepts	1	1										

No.	Course Code	Course Name	PLO -1	PLO -2	PLO -3	PLO -4	PLO -5	PLO -6	PLO -7	PLO -8	PLO -9	PLO-10	PLO=11	PLO=12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(11)	(12)	(13)	(14)	(15)	(16)
16	1225321616	Arithmetic and Algebra	2	2										
17	1225321617	Geometry and Measurement in Elementary School	3	3										
18	1225321618	Basic Statistics	4	4										
19	1225331619	Mathematics Learning in Elementary School	5	5	5									
20	1225331620	Basic Concepts of Physics Science	2	2										
21	1225331621	Basic Concepts of Biology Science	1	1										
22	1225331622	Science Learning in Elementary School	3	3	3									
23	1225321623	Environmental Education	6	6										
24	1225321624	Science and Technology	6	6										
25	1225331625	Basic Concepts of Social Studies	1	1										
26	1225331626	Social Studies Learning in Elementary School	4	4	4									
27	1225321627	Basic Concepts of Civic Education	2	2										
28	1225331628	Civic Education Learning for Elementary School	3	3	3									
29	1225331629	Basic Concepts of Indonesian Language and Literature	1	1										
30	1225331630	Indonesian Language Proficiency	2							2				
31	1225331631	Children's Literature Appreciation	3							3				

No.	Course Code	Course Name	PLO -1	PLO -2	PLO -3	PLO -4	PLO -5	PLO -6	PLO -7	PLO -8	PLO -9	PLO- 10	PLO= 11	PLO= 12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(11)	(12)	(13)	(14)	(15)	(16)
32	1225331632	Indonesian Language Learning in Elementary School	4		4	4								
33	1225321633	Cultural Arts Education	5	5	5									
34	1225321634	English Language Learning in Elementary School	5		5	5								
35	1225331635	Coding Learning in Elementary School	5	5			5				5			
36	1225322636	Dance and Drama Arts Education	5	5									5	
37	1225322637	Visual Arts Education	4	4									4	
38	1225322638	Music Education	3	3									3	
39	1225322639	Physical Education in Elementary School	3	3	3									
40	1225321640	Basic Principles and Development of Elementary School Curriculum	4	4										
41	1225331641	Lesson Planning	5	5	5									
42	1225321642	Foundations of Education	2	2										
43	1225321643	Educational Innovation	2	2	2									
44	1225321644	Educational Professional Ethics	1	1										
45	1225321645	Learning Evaluation	4	4	4			4						
46	1225322646	ICT-Based Learning	4					4	4	4				
47	1225322647	Educational Media and Videography for Elementary Education	5					5			5	5		

No.	Course Code	Course Name	PLO -1	PLO -2	PLO -3	PLO -4	PLO -5	PLO -6	PLO -7	PLO -8	PLO -9	PLO-10	PLO=11	PLO=12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(11)	(12)	(13)	(14)	(15)	(16)
48	1225322648	Basic Educational Graphic Learning Media	5					5				5		
49	1225322649	Basic Educational Guidance and Counseling Animation Learning Media	5					5			5	5		
50	1225322650	Exploratory Study	4				4							
51	1225321651	Research Methodology	6			6								
52	1225322652	Research Statistics	6	6		6			6					
53	1225322653	Scientific Writing	6							6				
54	1225321654	Inclusive Education	3				3							
55	1225321655	Guidance and Counseling for Elementary School	2				2							
56	1225321656	Local Language Education	3	3										
57	1225322657	Microteaching	6		6	6								
58	1225342658	Internship – Teaching Practice	7	7		7			7					
59	1225621659	Laboratory Management	7	7	7									
60	1225621660	STEAM Learning in Elementary School	7	7	7									
61	1225621661	Digital Literacy and Humanity	7								7	7		
62	1225622662	Stagecraft Engineering	7				7						7	
63	1225622663	Stage Directing	7				7						7	
64	1225622664	Stage Makeup	7				7						7	

No.	Course Code	Course Name	PLO -1	PLO -2	PLO -3	PLO -4	PLO -5	PLO -6	PLO -7	PLO -8	PLO -9	PLO-10	PLO=11	PLO=12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(11)	(12)	(13)	(14)	(15)	(16)
65	1225622665	Performing Arts Management	7				7						7	
66	1225622666	Costume Design for Performances	7				7						7	
67	1225622667	Content Management	7								7	7		
68	1225622668	Digital Marketing	7								7	7		
69	1225622669	Public Speaking	7							7		7		
70	1225622670	Social Media Analysis	7								7	7		
71	1225422671	Content Production	7								7	7		
72	1225322672	Internship -Curriculum Analysis	7	7		7			7					
73	1225322673	Internship – Lesson Plan Development	7	7		7			7					
74	1225322674	Internship – Development of Learning Media	7	7		7			7					
75	1225222675	Community Service Program – Digital Literacy (freeform)	8						8					8
76	1225222676	Community Service Program – Inclusive and Exclusive Leadership (freeform)	8				8							8
77	1225222677	Community Service Program – Non-Formal Education (freeform)	8				8							8

## 10 Assessment of Learning

Assessment in the Elementary Teacher Education Study Programme covers two main aspects: **the learning process** and **learning outcomes**. Assessment of the learning process is carried out through systematic observation using **rubrics**, which enable educators to assess students' development holistically. This procedure involves the regular collection of data through observation, anecdotal notes, and students' self-reflection. Meanwhile, assessment of learning outcomes utilises **portfolios**, which are collections of students' work demonstrating the achievement of competencies. This mechanism requires careful planning, including the determination of assessment criteria and constructive feedback.

Assessment techniques in the Elementary Teacher Education Study Programme include an **authentic** approach, where the instruments used must be relevant to the learning objectives. For process assessment, rubrics serve as the primary instrument, comprising measurable indicators. These rubrics may be analytical (breaking down each criterion) or holistic (assessing the whole). Meanwhile, assessment of outcomes uses portfolios, which may consist of documents, projects, or recordings of student performance. These instruments must meet the principles of validity and reliability so that the assessment results are accountable.

Assessment carried out in the Elementary Teacher Education Study Programme is both **formative** and **summative**. Formative assessment is used to monitor students' progress during the learning process, whilst summative assessment aims to measure final achievement. Furthermore, assessment must also be authentic, meaning it is directly linked to the real-world context of learning. This approach encourages students not only to master theory but also to apply it in practice. However, there remains a research gap regarding the effectiveness of rubrics and portfolios within the context of competency-based curricula in higher education.

Consequently, assessment standards in the Elementary Teacher Education programme must be designed systematically, using valid instruments, and be holistic in nature to ensure the achievement of learning objectives.

### 10.1 Rubrics

An assessment rubric is an evaluation instrument comprising measurable criteria and performance descriptors to assess student achievement objectively. In the Elementary Teacher Education programme, rubrics are used to assess **learning processes** such as participation in discussions, group collaboration, responsibility, self-reflection skills, and so on. The strength of rubrics lies in the transparency of assessment criteria, enabling students to understand expectations and areas for improvement. However, their implementation requires training for lecturers to ensure consistency in assessment.

Assessment rubrics in Elementary Teacher Education Study Programme integrate **cognitive**, **affective**, and **psychomotor** aspects to reflect holistic learning. For example, a rubric for a project assignment might include criteria such as depth of analysis, creativity, and timeliness of completion.

Below is an example of an assessment rubric for the evaluation of **Lesson Plans (RPP)/teaching modules** used in the Elementary Teacher Education Study Programme:

No	Aspects observed	Comments Critical	Scale			
			1	2	3	4
<b>Harmony</b>						
1	Learning objectives, learning steps, and learning assessment are already geared towards achieving the Graduate Profile Dimensions					
2	There is alignment between learning objectives, learning steps, and learning assessment					
<b>Learning Framework</b>						
3	The pedagogical practices described are reflected in the learning steps and/or learning assessments learning					
4	The learning environment described is reflected in the learning steps and/or assessment learning					
5	The learning partnerships described are reflected in the learning steps and/or learning assessment					
6	The use of digital resources as described is reflected in the learning activities and/or learning assessments					
7	Learning steps can facilitate pupils in experiencing the learning process <b>of UNDERSTANDING</b> (actively engaging in the construction of knowledge to gain a deep understanding of concepts or subject matter from various sources and contexts)					

No	Aspects observed	Comments Critical	Scale			
			1	2	3	4
<b>Learning Steps</b>						
8	Learning steps can help students experience learning by <b>APPLYING</b> (applying understanding contextually in real life as part of deepening knowledge)					
9	Learning steps can facilitate students in experiencing the learning process of <b>REFLECTION</b> (evaluating and interpreting the process and outcomes of the actions or practical activities they have undertaken and determining future steps; as well as managing their learning process independently)					
10	The learning planning step can facilitate mutual <b>RESPECT</b> between Teacher-Pupil, Pupil-Teacher-Pupil-Pupil, reflected in verbal and non-verbal					
11	The principles of deep learning—being conscious, meaningful, and/or enjoyable—are already evident in every learning experience learning experience					
12	The lesson plan has accommodate learning experiences that are appropriate to the characteristics of the pupils					

Assessment						
13	The lesson plan includes assessments used to provide feedback to improve the learning process					
14	The lesson plan includes assessments that can measure the achievement of learning objectives in accordance with the characteristics of the pupils					
15	Assessments already have clear criteria for measuring the achievement of learning objectives					
16	List the advantages of lesson planning:					
17	List the areas for improvement in lesson planning					
18	List recommendations and improvements to the lesson plan in line with the principles of deep learning					

## 10.2 Portfolio of Learning Outcomes

An assessment portfolio is a systematic collection of a student's work designed to assess the development and attainment of competencies over a specific period. In the Elementary Teacher Education programme, the portfolio is used as an instrument for **assessing learning outcomes**, encompassing documents such as lesson plans, observation reports, learning reflections, and educational projects. Portfolios are **dynamic** as they allow students to revise their work based on lecturer feedback, thereby encouraging reflective learning. Research indicates that portfolios are effective for assessing the pedagogical and professional competencies of prospective teachers, although their implementation requires clear guidelines to ensure consistency in assessment

### Example of an Assessment Portfolio for Elementary Teacher Education Study Programme

Below is an example of the structure of a learning outcomes assessment portfolio in the Elementary Teacher Education programme:

#### Portfolio Components

1. **Learning Planning Documents:**
  - a. Lesson plans revised based on peer review feedback
  - b. Analysis of students' learning needs based on classroom observations

2. **Evidence of Teaching Practice:**
  - a. Video recordings of teaching (minimum 2 sessions) with self-reflection
  - b. Examples of original learning materials created by students
3. **Evaluation and Reflection:**
  - a. Formative and summative evaluation reports on students
  - b. Weekly reflection journal on pedagogical challenges and solutions

## 11 Implementation of Students' Right to Learn (Maximum 3 Semesters)

Activities to fulfil the Learning Load Outside the Study Programme constitute a learning process carried out outside the Study Programme, whether within UPGRIS or outside UPGRIS, comprising:

1. learning within other degree programmes within UPGRIS;
2. learning within the same study programme at higher education institutions outside UPGRIS;
3. learning within other degree programmes at higher education institutions outside UPGRIS; and
4. learning at non-higher education institutions The scope of activities for fulfilling the study load outside the study programme comprises 8 (eight) learning activities, including:
  1. Work placement/work experience;
  2. Village Development / Thematic Community Service;
  3. Student Exchange;
  4. Humanitarian Projects;
  5. Research;
  6. Entrepreneurship Activities;
  7. Independent Studies/Projects; and
  8. Teaching Assistance in Educational Institutions
  9. National defence

### 11.1 Implementation Model for Forms of Learning Outside the Study Programme

Table 11.1. Implementation Model for Learning Activities Outside the Degree Programme

Learning Activities for Undergraduate / Applied Undergraduate Students, 144 credits								
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
	18 credits	19 credits	21 credits	20 credits	20 credits	16 credits	20 credits	10 credits
1	Programme Courses, MKWK, Distinctive Courses)	MKWK, Programme-Specific Course, Distinctive Course	Programme Course	Programme-Specific Course	Programme-Specific Courses, Elective Courses outside the Programme	Elective Courses, Core Courses	Elective modules, off-campus learning: Educational placement/KK NT/industrial placement	Distinctive Courses

**Learning Activities for Undergraduate / Applied Undergraduate Students, 144 credits**

		(1)			e within the University			
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**11.2 Courses (MK) that MUST be taken within the Study Programme itself**

Table 11.2. Compulsory Courses

No	Course Code	Course Name	Credit Hours	Description
1	1225121601	Islamic Religious Education	2	<b>Select one according to the student's religion</b>
2	1225121602	Christian Religious Education		
3	1225121603	Catholic Religious Education		
4	1225121604	Hindu Religious Education		
5	1225121605	Buddhist Religious Education		
6	1225121606	Confucian Religious Education		
8	1225221611	PGRI Studies	2	
10	1225722614	Final Project	6	
11	1225331615	Basic Mathematical Concepts	3	
12	1225321616	Arithmetic and Algebra	2	
13	1225321617	Geometry and Measurement in Elementary School	2	
14	1225321618	Basic Statistics	2	
15	1225331619	Mathematics Learning in Elementary School	3	
16	1225331620	Basic Concepts of Physics Science	3	
17	1225331621	Basic Concepts of Biology Science	3	
18	1225331622	Science Learning in Elementary School	3	
19	1225321623	Environmental Education	2	
20	1225321624	Science and Technology	2	
21	1225331625	Basic Concepts of Social Studies	3	
22	1225331626	Social Studies Learning in Elementary School	3	
23	1225321627	Basic Concepts of Civic Education	2	
24	1225331628	Civics Education Learning for Elementary School	3	

No	Course Code	Course Name	Credit Hours	Description
25	1225331629	Basic Concepts of Indonesian Language and Literature	3	
26	1225331630	Indonesian Language Proficiency	2	
27	1225331631	Children's Literature Appreciation	3	
28	1225331632	Indonesian Language Learning in Elementary School	3	
29	1225322633	Cultural Arts Education	2	
30	1225321634	English Language Learning in Elementary School	2	
31	1225321635	Coding Learning in Elementary School	2	
32	1225322636	Dance and Drama Arts Education	2	
33	1225322637	Visual Arts Education	2	
34	1225322638	Music Education	2	
35	1225322639	Physical Education in Elementary Schools	2	
36	1225321640	Basic Principles and Development of Elementary School Curriculum	2	
37	1225331641	Lesson Planning	3	
38	1225321642	Foundations of Education	2	
39	1225321643	Educational Innovation	2	
40	1225321644	Educational Professional Ethics	2	
41	1225321645	Learning Evaluation	2	
42	1225322646	ICT-Based Learning	2	
46	1225322650	Exploratory Study	2	
47	1225321651	Research Methodology	2	
48	1225322652	Research Statistics	2	
49	1225322653	Scientific Writing	2	
50	1225321654	Inclusive Education	2	
51	1225321655	Guidance and Counseling for Elementary School	2	
52	1225321656	Local Language Education	2	
53	1225322657	Microteaching	2	
54	1225342658	Internship – Teaching Practice	4	
<b>Total credit hours</b>			<b>106</b>	

### 11.3 Course learning activities outside the study programme

There are several learning activities to fulfil the study load outside the study programme that students will undertake in accordance with the study programme's PLO; students gain additional competencies or these activities support the achievement of the study programme's educational objectives. The forms of learning activities outside the study programme that students may undertake are listed in the following table.

**Table 11.3. Course Learning Outside the Study Programme**

No	Course Taken	Maximum credit weight	Description
1	Courses outside the programme within the university	8	Educational Media and Videography for Elementary Education Basic Educational Graphic Learning Media Basic Educational Guidance and Counseling Animation Learning Media Dance and Drama Arts Education
2	Teaching Placement	10	The courses taken must have the same total credit weight; it is recommended that these be selected from courses agreed upon by the association/society of similar study programmes.
3	industrial placement	10	Art Director package: performance technical design (2 credits); performance make-up (2 credits); performing arts management (2 credits); performance costume design (2 credits), Content Creator package: content management (2 credits); digital marketing (2 credits); public speaking (2 credits); social media analysis (2 credits); content production (2 credits)
4	Community Service	10	Community Service Program – Problem Solving in the Community Community Service Program – Digital Literacy Community Service Program – Inclusive and Exclusive Leadership

No	Course Taken	Maximum credit weight	Description
			Community Service Program-Non-Formal Education
<b>Total maximum credit weight</b>		38	

#### 11.4 Forms of Learning Activities Outside the University

Learning activities to fulfil the study load outside the study programme shall be carried out in accordance with the programme's PLOs and may be supplemented with additional competencies or undertaken to support the achievement of the programme's educational objectives. The forms of learning activities outside the higher education institution are outlined in Table 11.4 below.

Table 11.4. Forms of Learning Activities Outside the Study Programme

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
1	Educational Internship (BKP Teaching Assistance at an Educational Institution)	≤10	≤10	carried out over 3 months converted to 10 credits 1. Students must register with their programme to participate in the educational internship (P) 2. Students must register for the Course Registration Form (KRS)

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>for Coursework Outside the Programme of Study in SIMEKAR, selecting the Educational Internship (P) activity</p> <p>3. Students carry out the activities in accordance with the instructions of the Educational Internship committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The Internship Supervisor monitors the outcomes of the student interns (C)</p> <p>7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall</p>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				evaluation of student outcomes (C)
2	Work/Industry Placement CoE PMPM (BKP Placement/Work Experience)	≤10	≤10	<p>conducted over 3 months converted to 10 credits</p> <ol style="list-style-type: none"> <li>Students must register with their programme to participate in the CoE PMPM (P) work placement/industrial placement</li> <li>Students register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the CoE PMPM (P) work placement/industrial placement activity</li> <li>Students carry out the activities in accordance with the instructions of the CoE PMPM work placement/industrial placement committee (D)</li> <li>Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical</li> </ol>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The Internship Supervisor monitors the outcomes of the student interns (C)</p> <p>7. The assessor for the fulfilment of study load outside the degree programme conducts an overall evaluation of student outcomes (C)</p>
3	Work/Industry Placement CoE Outbound Training (BKP Placement/Work Experience)	≤10	≤10	<p>conducted over 3 months converted to 10 credits</p> <p>1. Students must register with their programme to participate in the CoE Data Analytics (P) work placement/industrial placement</p> <p>2. Students register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study</p>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>Programme in SIMEKAR, selecting the CoE Data Analytics (P) work placement/industrial placement</p> <p>3. Students carry out the activities in accordance with the instructions of the CoE Data Analytics work placement/industrial placement committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The Internship Supervisor monitors the outcomes of the student interns (C)</p> <p>7. The assessor for the fulfilment of study load outside the degree programme conducts an overall</p>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				evaluation of student outcomes (C)
4	International Community Service Programme (BKP Teaching Assistance at Educational Institutions Abroad)	≤10	≤10	<p>organised by the UPT KUI UPGRIS takes place over approximately one month</p> <p>converted to 10 credits</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the International Community Service Programme (P)</li> <li>2. Students must register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the International Community Service (PPL KKN) (P) activity</li> <li>3. Students carry out the activities in accordance with the instructions of the International PPL KKN committee (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course</li> </ol>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The supervising lecturer monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
5	Merdeka Student Exchange (PMM) (BKP Student Exchange)	≤20	≤20	<p>Ministry of Education, Culture, Research and Technology programme</p> <p>carried out over a full semester</p> <p>The host institution is an inter-island higher education institution</p> <p>The number of credits is based on the courses taken by the student at the host university</p>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<ol style="list-style-type: none"> <li>1. Students must register with their programme to participate in the PMM(P) activity</li> <li>2. Students must complete the Course Registration Form (KRS) for Course Load Fulfilment Outside the Programme of Study in SIMEKAR, specifying the PMM(P) activity</li> <li>3. Students carry out the activities in accordance with the instructions of the PMM(D) committee</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The academic supervisor monitors student outcomes (C)</li> </ol>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				7. The Assessor for fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)
6	Student exchange between study programmes within UPGRIS (BKP Student Exchange)	≤2	≤2	<p>Courses taken in other programmes within UPGRIS</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the Inter-departmental Student Exchange Programme within UPGRIS (P)</li> <li>2. Students must complete the Course Registration Form for Study Load Fulfilment Outside the Programme of Study in SIMEKAR, selecting the Inter-departmental Student Exchange Programme within UPGRIS (P)</li> <li>3. Students carry out activities in accordance with the instructions of the Inter-Departmental Student Exchange Committee within</li> </ol>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>UPGRIS (D)</p> <p>4. Students complete the requirements appearing in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The academic supervisor monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
7	Credit Transfer (Student Exchange Programme)	≤20	≤20	organised by the UPT KUI carried out over 1 semester. Credit conversion follows the courses taken by the student at the host institution.

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<ol style="list-style-type: none"> <li>1. Students must register with their programme to participate in the Credit Transfer (P) scheme</li> <li>2. Students must complete the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the Credit Transfer (P) activity</li> <li>3. Students carry out activities in accordance with the Credit Transfer Committee's instructions (D)</li> <li>4. Students complete the requirements that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Course Load Fulfilment Outside the Study Programme and the Course Logbook (C)</li> </ol>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>6. The academic supervisor monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
16	UPGRIS Thematic Community Service	≤10	≤10	<p>Organised by the UPGRIS Community Service Centre carried out over a period of approximately 3 months equivalent to 10 credits</p> <p>1. Students must register with their department to participate in the UPGRIS(P) Thematic Community Service Programme</p> <p>2. Students must register for the ‘Course Load Fulfilment Outside the Study Programme’ module in SIMEKAR, selecting the UPGRIS Thematic Community Service Programme (P)</p> <p>3. Students carry out the activities in</p>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>accordance with the instructions of the UPGRIS Thematic Community Service Programme committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The supervising lecturer monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
18	MAHESA (BKP village development)	≤7	≤7	<p>programme under the Vice-Chancellor 3</p> <p>held over 3 weeks</p> <p>equivalent to 7 ECTS credits</p>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the MAHESA(P) programme</li> <li>2. Students must complete the Course Registration Form for Study Load Fulfilment Outside the Programme of Study in SIMEKAR, selecting the MAHESA(P) activity</li> <li>3. Students carry out the activities in accordance with the instructions of the MAHESA(D) committee</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The academic supervisor monitors student outcomes (C)</li> <li>7. The assessor for the fulfilment of</li> </ol>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				study load outside the study programme conducts an overall evaluation of student outcomes (C)
19	International Community Service (BKP KKN)	≤4	≤4	<p>organised by the UPT KUI</p> <p>The programme runs for a full week at the location equivalent to 4 credits.</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the International Community Service Programme (P)</li> <li>2. Students must register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the International Community Service Programme (P)</li> <li>3. Students carry out the activities in accordance with the instructions of the International Community Service Programme committee (D)</li> </ol>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The supervising lecturer monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
20	Lecturer Community Service (BKP Village Development)	≤6	≤6	<p>community service funded by DTRM and LPPM</p> <p>Conversion of 6 credits.</p> <p>1. Students must register with their department to participate in the faculty community service programme (P)</p> <p>2. Students must complete the</p>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>Course Registration Form (KRS) for Academic Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the lecturer community service activity (P)</p> <p>3. Students carry out the activities in accordance with the instructions of the faculty community service committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The supervising lecturer monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall</p>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				evaluation of student outcomes (C)
21	Student Organisation PPK (BKP Village Development)	≤7	≤7	<p>If a student secures funding, they will receive 7 credits</p> <p>If they are selected for ABDIDAYA ORMAWA, they will receive an additional 3 credits</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the Ormawa PPK (P) activity</li> <li>2. Students must complete the Course Registration Form (KRS) for Course Load Fulfilment Outside the Study Programme in SIMEKAR, specifying the PPK Ormawa(P) activity</li> <li>3. Students carry out the activities in accordance with the instructions of the PPK Ormawa committee (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical</li> </ol>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for fulfilment of the study load outside the study programme and the course logbook (C)</p> <p>6. The academic supervisor monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
24	Lecturer Research (Research BKP)	≤6	≤6	<p>students participating as members in faculty research</p> <p>conversion of 6 credits</p> <p>1. Students must register with their department to participate in Faculty Research (P)</p> <p>2. Students must complete the Course Registration Form (KRS) for Coursework Outside the Degree Programme in SIMEKAR, selecting</p>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>the Faculty Research (P) activity</p> <p>3. Students carry out activities in accordance with the instructions of the Faculty Research Committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The Internship Supervisor monitors student outcomes (C)</p> <p>7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)</p>
25	Research PKM (PKM RSH and PKM RE) (Research BKP)	≤7	≤7	<p>if the student secures funding, they receive 7 credits</p> <p>if they qualify for PIMNAS, they</p>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>receive an additional 3 credits</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the PKM Research (PKM RSH and PKM RE) programme (P)</li> <li>2. Students must register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the PKM Research activities (PKM RSH and PKM RE) (P)</li> <li>3. Students carry out the activities in accordance with the instructions of the PKM Research committee (PKM RSH and PKM RE) (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for the Fulfilment of</li> </ol>

No	Form of Learning Activity	Can be carried out with credit weight		Description
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The PKM Supervisor monitors the students' PKM outputs (C)</p> <p>7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)</p>

### 11.5 Curriculum Structure for Learning Modes Outside the Study Programme

The curriculum structure for programmes that can be implemented through the Fulfilment of Study Load Outside the Study Programme or forms of learning outside the study programme is described in Table 11.5 below.

Table 11.5 Curriculum Structure for Learning Modes Outside the Study Programme

Semester	LEARNING PROGRAMMES WITHIN THE STUDY PROGRAMME									BPLK PROGRAMME							
										WITHIN THE UNIVERSITY				OTHER HIGHER EDUCATION INSTITUTIONS	NON-HIGHER EDUCATION INSTITUTIONS		
VIII	Final Project (6 credits)	Community Service (4 credits)												Community Service (10 credits)	Community Service – Problem Solving		

		ts)													in the Community Community Service Program – Digital Literacy Community Service (Inclusive and Exclusive Leadership) Community Service Programme – Non-Formal Education		
	PLO 1, PLO 4, PLO 8													PLO 1, PLO 5, PLO 12 PLO 1, PLO 7, PLO 12 PLO 1, PLO 5, PLO 12 PLO 1, PLO 5, PLO 12			
VII	Regular package (10 credits): Laboratory													Educational Internship Package (10 credits): PLP-	Art Director package: stage technical	Content Creator package: content	

Management (2 credits); STEAM Learning in Primary Schools (2 credits); Digital Literacy and Humanities (2 credits); Performing Arts Management (2 credits); Content Production (2 credits)													Curriculum Analysis, PLP-Lesson Plan Development, PLP-Learning Materials Development, PLP-Teaching Practice	design (2 credits); performance make-up (2 credits); performing arts management (2 credits); performance costume design (2 credits),	management (2 credits); digital marketing (2 credits); public speaking (2 credits); social media analysis (2 credits); content production (2 credits)
PLO 1, PLO 2 PLO 1, PLO 2, PLO 3 PLO 1 PLO 8 PLO 10 PLO 1 PLO 5 PLO 11 PLO 1, PLO 9, PLO 10													PLO 1, PLO 2, PLO 4, PLO 7 PLO 1, PLO 2, PLO 4, PLO 7 PLO 1 PLO 2 PLO 4 PLO 7 PLO 1 PLO 2 PLO 4 PLO 7	PLO 1, PLO 5, PLO 11 PLO 1, PLO 5, PLO 11 PLO 1, PLO 5, PLO 11 PLO 1 PLO 5 PLO 11	PLO 1 PLO 9 PLO 10 PLO 1 PLO 9 PLO 10 PLO 1 PLO 8 PLO 10 PLO 1

																		PLO 9 PLO 10 PLO 1 PLO 9 PLO 10
VI	Technology-Based Entrepreneurship (4 credits)	Environmental Education (2 credits)	Science and Technology (2 credits)	Research Methodology (2 credits)	Scientific Writing (2 credits)	Microteaching (2 credits)	Research Statistics (2 credits)											
	PLO 1, PLO 12	PLO 1 PLO 2	PLO 1 PLO 2	PLO 1, PLO 4, PLO 7	PLO 1, PLO 8	PLO 1, PLO 3, PLO 4	PLO 1, PLO 2, PLO 4, PLO 7											
V	English Language Learning in Elementary School (2	Mathematics Learning	Primary School Coding (3	Curriculum Planning	Dance and Drama Education	Cultural Arts Education (2 credits)				Educational Media and Video	Basic Educational Graphic	Basic Educational	Dance and Drama Arts					

	credits)	in Elem entar y Scho ol(3 credi ts)	credits )	(3 credit s)	tion (2 credits )					graphy for Eleme ntary Educat ion (2 credits )	Learni ng Media (2 credits )	Guid ance and Cou nseli ng Ani mati on Lear ning Medi a (2 credi ts)	Educ ation (2 credi ts)				
	PLO 1, PLO 3, PLO 4	PLO 1, PLO 2, PLO 3, PLO 6	PLO 1, PLO 2, PLO 5, PLO 9	PLO 1, PLO 2, PLO 3	PLO 1, PLO 2, PLO 11	PLO 1, PLO 2, PLO 3				PLO 1, PLO 6, PLO 9, PLO 10	PLO 1, PLO 6, PLO 10	PLO 1, PLO 6, PLO 9, PLO 10	PLO 1, PLO 2, PLO 11				
IV	English (2 credits)	Lear ning	Primar y	Basic Statis	Explo ratory	Art Educati	Primar y	Ele men	ICT- Based								

		Assessment (2 credits)	School Indonesian Language Teaching (3 credits)	tics (2 credits)	Studies (2 credits)	on (2 credits)	School Social Studies (3 credits)	tary School Curriculum Fundamentals and Development (2 credits)	Learning (2 credits)								
	PLO 1 to PLO 12	PLO 1, PLO 2, PLO 3, PLO 6	PLO 1, PLO 3, PLO 4	PLO 1, PLO 2	PLO 1, PLO 5	PLO 1, PLO 2, PLO 11	PLO 1, PLO 2, PLO 3	PL O 1 PL O 2	PLO 1, PLO 6, PLO 7, PLO 8								

III	Civics Education (2 credits)	Appreciation of Children's Literature (3 credits)	Primary School Science Teaching (3 credits)	Primary School Civic Education (3 credits)	Primary School Geometry and Measurement (2 credits)	Music Education (2 credits)	Physical Education in Primary Schools (2 credits)	Inclusive Education (2 credits)	Regional Language Education								
	PLO 1 PLO 12	PLO 1 and PLO 8	PLO 1, PLO 2, PLO 3	PLO 1, PLO 2, PLO 3	PLO 1, PLO 2	PLO 1, PLO 2, PLO 11	PLO 1, PLO 2, PLO 3	PL O 1, PL O 5	PLO1, PLO2								
II	Indonesian Language (2 credits)	Pancasila Education (2 credits)	Indonesian Language Skills for Primary	Basic Concepts of Physics (3 credits)	Primary School Guidance	Foundations of Education (2 credits)	Arithmetic and Algebra (2 credits)	Basic Concepts of Civic	Innovation in Primary Education (2 credits)								

		ts)	y School (3 credits )	s)	Couns elling (2 credits )	)	Edu cati on (2 cred its)	)									
	PLO 1 PLO 12	PLO 1 PLO 12	PLO 1, PLO 8	PLO 1 PLO 2	PLO 1, PLO 5	PLO 1, PLO 2	PLO 1, PLO 2	PL O 1, PL O 2	PLO 1, PLO 2, PLO 3								
I	Religious Education (2 credits)	PGR I Studi es (2 credi ts)	Funda mental s of Indone sian Langu age and Literat ure (3 credits )	Basic Conc epts of Biolo gy (3 credit s)	Funda menta ls of Mathe matics (3 credits )	Profess ional Ethics in Educati on (2 credits)	Basic Conce pts of Social Stodie s (3 credits )										

	PLO 1 PLO 12	PLO 1 PLO 12	PLO 1 PLO 2	PLO 1 PLO 2	PLO 1 and PLO 2	PLO 1, PLO 2	PLO 1 and PLO 2											
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### 11.6 PLO FORMS OF LEARNING OUTSIDE THE STUDY PROGRAMME

PLO / Additional competencies that can be achieved through activities fulfilling the study load outside the degree programme in the following table

**Table 11.6 PLOs achieved through forms of learning outside the degree programme**

No	Semester	Course Code	Course Name	Credit	PLO assigned to the course												Form of Fulfilment of Study Load Outside the Designated Study Programme	Notes		
					PL O-1	PL O-2	PL O-3	PL O-4	PL O-5	PL O-6	PL O-7	PL O-8	PL O-9	PL O-10	PL O-11	PL O-12				
(1)	(2)	(3)	(4)	(5)	(6)												(7)	(8)		
1	5	12253226 47	Educational Media and Videography for Elementary Education	2	V										V	V			Courses outside the programme within the university	
2	5	12253226 48	Basic Educational Graphic Learning Media	2	V										V	V			Courses outside one's own degree programme within the university	
3	5	12253226 49	Basic Educational Guidance and Counseling Animation Learning Media	2	V										V	V			Courses outside the programme within the university	
4	5	12253226 36	Dance and Drama Arts Education	2	v	v											V		Courses outside one's degree programme at a	

No	Semester	Course Code	Course Name	Credit	PLO assigned to the course												Form of Fulfilment of Study Load Outside the Designated Study Programme	Notes
																	university	
5	7	12253226 72	Internship -Curriculum Analysis	2	v	v		v				v					Teaching Placement	
6	7	12253226 73	Internship - Lesson Plan Development	2	v	v		v				v					Teaching Placement	
7	7	12253226 74	Internship - Development of Learning Media	2	v	v		v				v					Teaching Placement	
8	7	12253426 58	Internship – Teaching Practice	4	v	v		v				v					Teaching Placement	
9	7	12256226 62	Stagecraft Engineering	2	v										v		industrial placement	
10	7	12256226 63	Stage Directing	2	v					v					v		industrial placement	
11	7	12256226 64	Stage Makeup	2	v					v					v		work placement	
12	7	12256226 65	Performing Arts Management	2	v					v					v		industry placement	
13	7	12256226 66	Costume Design for Performances	2	v					v					v		industrial placement	
14	7	12256226 67	Content Management	2	V										V		industrial placement	
15	7	12256226	Digital Marketing	2	V										V		industrial placement	

No	Semester	Course Code	Course Name	Credit	PLO assigned to the course												Form of Fulfilment of Study Load Outside the Designated Study Programme	Notes
		68																
16	7	12256226 69	Public Speaking	2	V								V	V			industrial placement	
17	7	12256226 70	Social Media Analysis	2	V									V			industrial placement	
18	7	12256226 71	Content Production	2	V								V	V			industrial placement	
19	8	12252426 13	Community Service Program	4	v				v							v	Community Service	
20	8	12252226 75	Community Service Program – Digital Literacy (freeform)	2	v							v				v	Community Service	
21	8	12252226 76	Community Service Program – Inclusive and Exclusive Leadership (freeform)	2	v				v							v	KKN	
22	8	12252226 77	Community Service Program - Non-Formal Education	2	v				v							v	Community Service	
			Total credits	48														

## 11.7 Quality assurance for activities outside the degree programme

To ensure that the implementation of the policy on fulfilling the study load outside the study programme, specifically the “right to study for three semesters outside the study programme” scheme, proceeds with guaranteed quality, the following quality standards must be established:

1. Quality of participants’ competencies.
2. Quality of implementation.
3. Quality of internal and external supervision processes.
4. Quality of facilities and infrastructure for implementation.
5. Quality of reporting and presentation of results.
6. Quality of assessment

Table 11.7 Quality Assurance of Learning Delivery Outside the Programme

No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
(1)	(2)	(3)	(4)
1	Teaching Placement	<p>1. Currently enrolled as an undergraduate student in the Education Programme at PGRI University of Semarang and has accumulated a minimum of 108 credits with a minimum GPA of 2.75</p> <p>2. Have completed the Study Plan Form for the Fulfillment of Study Load Outside the Study Programme</p> <p>3. Have passed the following courses: Primary School Educational Innovation (II) + Primary School Science Teaching (III) + Primary School Civic Education Teaching (III) + Inclusive Education (III) + Primary School Indonesian Language Teaching (IV) + Primary School Curriculum Fundamentals</p>	<p>1. Students must register as participants in the teaching placement via <a href="https://magang.upgris.ac.id/">https://magang.upgris.ac.id/</a></p> <p>2. Complete the MBKM Course Registration Form via <a href="https://simekar.upgris.ac.id/">https://simekar.upgris.ac.id/</a></p> <p>3. Students complete assignments including daily activity journals, logbooks, critical analyses, self-reflections, individual reports, videos, and partner testimonials via <a href="https://simekar.upgris.ac.id/">https://simekar.upgris.ac.id/</a></p>

		and Development (IV) + Social Studies Education (IV) + Primary School Mathematics Teaching (V) + Primary Education Videography Teaching Media (V) + Graphic Learning Media for Primary Education (V) + Lesson Planning (V).	
2	Student exchange between study programmes within UPGRIS	Conducted for fifth-semester students	<p>courses taken in other degree programmes at UPGRIS</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the inter-departmental student exchange programme within UPGRIS(P)</li> <li>2. Students must complete the Course Registration Form for Study Load Fulfilment Outside the Programme of Study in SIMEKAR, selecting the Inter-departmental Student Exchange Programme within UPGRIS (P)</li> <li>3. Students carry out activities in accordance with the instructions of the Inter-Departmental Student Exchange Committee within UPGRIS (D)</li> <li>4. Students complete the requirements appearing in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The academic supervisor monitors student outcomes (C)</li> <li>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</li> </ol>
3	industrial placement	1. Currently enrolled as an undergraduate student in the Education Programme at the University of the Indonesian Teachers' Union, Semarang, and has accumulated a minimum of 108 credits with a minimum GPA of 2.75	<p>to be carried out over 3 months converted to 10 credits</p> <ol style="list-style-type: none"> <li>1. Students must register with the programme to participate in the CoE PMPM (P) work placement/industrial</li> </ol>

		<p>4. Have attended the work placement induction</p> <p>2. Have completed the Study Plan Form for Coursework Outside the Degree Programme</p> <p>3. Have passed the courses SPT, Plant Physiology, and Tissue Culture.</p>	<p>placement</p> <p>2. Students register for the Course Registration Form for Study Load Fulfilment Outside the Study Programme in SIMEKAR with the CoE PMPM (P) work placement/industrial placement activity</p> <p>3. Students carry out activities in accordance with the instructions of the CoE PMPM (D) work placement/industrial placement committee</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The Internship Supervisor monitors the outcomes of the student interns (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
4	UPGRIS Thematic Community Service	Minimum of 7th semester	<p>"Organised by the UPGRIS Community Service Centre</p> <p>carried out over approximately 3 months equivalent to 10 credits</p> <p>1. Students must register with their department to participate in the UPGRIS Thematic Community Service Programme (P)</p> <p>2. Students must register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Programme of Study in SIMEKAR, selecting the UPGRIS Thematic Community Service Programme (P)</p> <p>3. Students carry out the activities in accordance with the instructions of the UPGRIS Thematic Community Service</p>

			<p>Programme committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The supervising lecturer monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the degree programme conducts an overall evaluation of student outcomes (C)"</p>
5	International Community Service Placement	Students may participate in this activity from Semester 5	<p>organised by the UPT KUI UPGRIS lasts approximately 1 month Converted to 10 credits</p> <p>1. Students must register with their department to participate in the International Community Service Programme (P)</p> <p>2. Students must register for the 'Course Load Fulfilment Outside the Study Programme' module in SIMEKAR, selecting the International PPL KKN (P) activity</p> <p>3. Students carry out the activities in accordance with the instructions of the International PPL KKN committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The supervising lecturer monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student</p>

			outcomes (C)
6	Student Exchange Programme (PMM)	Requirements in accordance with the Ministry of Education, Culture, Research and Technology's programme update the course must have the same CPMK as the degree programme Students must be in at least their 6th semester	<p>Kemdikbudristek programme Conducted over a full semester The host institution must be an inter-island higher education institution The number of credits converted corresponds to the courses taken by the student at the host university</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the PMM(P) programme</li> <li>2. Students must complete the Course Registration Form (KRS) for Course Load Fulfilment Outside the Programme of Study in SIMEKAR, specifying the PMM(P) activity</li> <li>3. Students carry out the activities in accordance with the instructions of the PMM(D) committee</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The academic supervisor monitors student outcomes (C)</li> <li>7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)</li> </ol>
7	MAHESA	Activities are open to students from Semester 6	<p>under the Vice-Chancellor 3 held over 3 weeks equivalent to 7 ECTS credits</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the MAHESA(P) programme</li> <li>2. Students must register for the 'Course Load Fulfilment Outside the Study Programme' module in SIMEKAR, selecting the MAHESA(P) activity</li> </ol>

			<p>3. Students carry out the activities in accordance with the instructions of the MAHESA(D) committee</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The academic supervisor monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
8	International Community Service	The activity is open to students from Semester 6 onwards	<p>organised by the UPT KUI the programme runs for a full week at the location</p> <p>Equivalent to 4 credits.</p> <p>1. Students must register with their department to participate in the International Community Service Programme (P)</p> <p>2. Students must register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the International Community Service Programme (P)</p> <p>3. Students carry out the activities in accordance with the instructions of the International Community Service (KKN) committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The supervising lecturer monitors</p>

			<p>student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
9	Lecturer Community Service	attended by active students in semester 7; those below semester 7 receive freefoam	<p>community service funded by DTRM and LPPM</p> <p>conversion of 6 credits.</p> <p>1. Students must register with their department to participate in the lecturer community service (P)</p> <p>2. Students must register for the Course Registration Form (KRS) for Academic Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the faculty service activity (P)</p> <p>3. Students carry out the activities in accordance with the instructions of the faculty community service committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The supervising lecturer monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
10	Student Organisation Activity Committee	Students may participate in the programme from Semester 7 onwards; those in earlier semesters will receive freefoam	<p>if students secure funding, they receive a conversion of 7 credits</p> <p>if they pass the ABDIDAYA ORMAWA assessment, they receive an additional 3 credits</p> <p>1. Students must register with their department to participate in the PPK Ormawa(P) activity</p> <p>2. Students must register for the Course</p>

			<p>Registration Form (KRS) for Academic Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the PPK Ormawa(P) activity</p> <p>3. Students carry out the activities in accordance with the instructions of the PPK Ormawa committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for fulfilment of the study load outside the study programme and the course logbook (C)</p> <p>6. The academic supervisor monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
11	BKP HUMANITARIAN PROJECT	Students may participate in the activity from Semester 6	<p>implementation over a full semester Conversion: 20 credits</p> <p>1. Students must register with their department to participate in the HUMANITARIAN PROJECT BKP (P)</p> <p>2. Students must register for the 'Course Load Fulfilment Outside the Study Programme' module in SIMEKAR, selecting the BKP HUMANITARIAN PROJECT (D) activity</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for fulfilment of study load outside the study programme and the course logbook (C)</p> <p>6. The academic supervisor monitors student outcomes (C)</p> <p>7. The Assessor for Fulfilment of Study Load Outside the Study Programme</p>

			conducts an overall evaluation of student outcomes (C)
12	Lecturer Research	attended by active 7th-semester students; those below the 7th semester receive freefoam	<p>students become members of the lecturer's research</p> <p>conversion of 6 credits</p> <ol style="list-style-type: none"> <li>1. Students must register with the programme to participate in the Faculty Research (P) activity</li> <li>2. Students must register for the Course Registration Form (KRS) for Coursework Outside the Programme of Study in SIMEKAR, selecting the Faculty Research (P) activity</li> <li>3. Students carry out the activities in accordance with the instructions of the Faculty Research Committee (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The Internship Supervisor monitors student outcomes (C)</li> <li>7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)</li> </ol>
13	Academic Future Teacher (AFT)	This activity is intended for final-year students (from semester 7 onwards)	<p>Conducted over 1 semester</p> <p>converted to 20 credits</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the Academic Future Teacher (AFT)(P) programme</li> <li>2. Students must register for the 'Course Load Fulfilment Outside the Degree Programme' module in SIMEKAR, selecting the Academic Future Teacher (AFT)(P) programme</li> <li>3. Students carry out the activities in accordance with the instructions of the</li> </ol>

			<p>Academic Future Teacher (AFT)(D) committee</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for fulfilment of study load outside the degree programme and the course logbook (C)</p> <p>6. The supervising lecturer monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
14	<p>Research-based Student Creativity Programmes (PKM RSH and PKM RE)</p>	<p>Student activities in the 7th semester are converted into course credits; however, if undertaken before the 7th semester, they are treated as freefoam</p>	<p>If a student secures funding, they receive 7 credits, and If they qualify for PIMNAS, they receive an additional 3 credits</p> <p>1. Students must register with their department to participate in the PKM Research activities (PKM RSH and PKM RE)(P)</p> <p>2. Students must register for the Course Registration Form (KRS) for Academic Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the PKM Research activities (PKM RSH and PKM RE)(P)</p> <p>3. Students carry out the activities in accordance with the instructions of the PKM Research committee (PKM RSH and PKM RE)(D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The PKM Supervisor monitors the</p>

			<p>students' PKM outputs (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outputs (C)</p>
15	SEA TEACHER	Students may participate in this activity from Semester 7	<p>organised by SEAMEO under the coordination of UPT KUI lasts approximately 1 month converted to 10 credits.</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the SEA TEACHER(P) programme</li> <li>2. Students must register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the SEA TEACHER(P) activity</li> <li>3. Students carry out the activities in accordance with the instructions of the SEA TEACHER(D) committee</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The academic supervisor monitors student outcomes (C)</li> <li>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</li> </ol>

## 12 Quality Assurance

### 12.1 Quality Control Course

The quality of both the learning process and its outcomes must be ensured through control over various aspects of implementation, including specific stages or steps within the learning process. Consequently, minimum activity outcomes are established for the delivery of lectures through courses within a group known as Quality Control Courses for each Study Programme. The minimum results that students must achieve for their participation in the

course must be equal to or higher than a B grade. Study Programmes may list Quality Control Courses in Table 61.

**Table 12.1. Quality Control Courses**

**Quality Control Courses for All Students in the Elementary Teacher Education Study Programme (minimum B)**

	<b>Course Code</b>	<b>Course</b>	<b>Credit</b>
1	1225331619	Mathematics Learning in Elementary School	3
2	1225331622	Science Learning in Elementary School	3
3	1225331626	Social Studies Learning in Elementary School	3
4	1225331628	Civic Education Learning for Elementary School	3
5	1225331632	Indonesian Language Learning in Elementary School	3
6	1225321634	English Language Learning in Elementary School	2
7	1225331635	Coding Learning in Elementary School	3
8	1225322636	Dance and Drama Arts Education	2
9	1225322637	Visual Arts Education	2
10	1225322638	Music Education	2
11	1225322639	Physical Education in Elementary Schools	2
12	1225322647	Educational Media and Videography for Elementary Education	2
13	1225322648	Basic Educational Graphic Learning Media	2
14	1225322649	Basic Educational Guidance and Counseling Animation Learning Media	2
		<b>Total Credits</b>	<b>34</b>

**Quality Control Course for Field of Study/Competency/Character Cluster**

No	Course Code	Course	Credit
1	1225121601	Islamic Religious Education	2
2	1225121602	Christian Religious Education	2
3	1225121603	Catholic Religious Education	2
4	1225121604	Hindu Religious Education	2
5	1225121605	Buddhist Religious Education	2
6	1225121606	Confucian Religious Education	2
7	1225121607	Civics Education	2
8	1225121608	Pancasila Education	2
9	1225221611	PGRI Studies	2
		<b>Total credits</b>	<b>12</b>

#### Quality Control Course for Field of Study/Competency/Pedagogical Cluster

No	Course Code	Course	Credit
1	1225331641	Lesson Planning	3
2	1225321642	Foundations of Education	2
3	1225321643	Educational Innovation	2
4	1225321644	Educational Professional Ethics	2
5	1225321645	Learning Evaluation	2
6	1225322657	Microteaching	2
7	1225342658	Internship – Teaching Practice	2
8	1225621660	STEAM Learning in Elementary Schools	2
9	1225322672	Internship -Curriculum Analysis	2
10	1225322673	Internship - Lesson Plan Development	2
11	1225322674	Internship -Development of Learning Media	2

		<b>Total credits</b>	<b>23</b>
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**Quality Control Course for the Field of Study/Competency/Cluster in Primary Education**

No	Course Code	Course	Credit
1	1225331615	Basic Mathematical Concepts	3
2	1225321616	Arithmetic and Algebra	2
3	1225321617	Geometry and Measurement in Elementary School	2
4	1225321618	Basic Statistics	2
5	1225331619	Mathematics Learning in Elementary School	3
6	1225331620	Basic Concepts of Physics Science	3
7	1225331621	Basic Concepts of Biology Science	3
8	1225331622	Science Learning in Elementary School	3
9	1225331625	Basic Concepts of Social Studies	3
10	1225331626	Social Studies Learning in Elementary School	3
11	1225321627	Basic Concepts of Civic Education	2
12	1225331628	Civic Education Learning for Elementary School	3
13	1225331629	Basic Concepts of Indonesian Language and Literature	3
14	1225331630	Indonesian Language Proficiency	2
15	1225331631	Children's Literature Appreciation	3
16	1225331632	Indonesian Language Learning in Elementary School	3
17	1225321633	Cultural Arts Education	2
18	1225321634	English Language Learning in Elementary School	2
19	1225322636	Dance and Drama Arts Education	2
20	1225322637	Visual Arts Education	2
21	1225322638	Music Education	2

22	1225322639	Physical Education in Elementary Schools	2
23	1225321640	Basic Principles and Development of Elementary School Curriculum	2
24	1225321656	Local Language Education	2
		<b>Total Credits</b>	<b>59</b>

**Quality Control Course for the Field of Study/Competency/Self-Development Cluster**

No	Course Code	Course	Credit Points
1	1225121609	Indonesian Language	2
2	1225221610	English	2
3	1225221612	Technology-Based Entrepreneurship	2
4	1225221613	Community Service Program	2
5	1225321623	Environmental Education	2
6	1225321624	Science and Technology	2
7	1225331635	Coding Learning in Elementary School	2
8	1225322650	Exploratory Studies	2
9	1225621659	Laboratory Management	2
10	1225621661	Digital Literacy and Humanities	2
11	1225622662	Stagecraft Engineering	2
12	1225622663	Stage Directing	2
13	1225622664	Stage Makeup	2
14	1225622665	Performing Arts Management	2
15	1225622666	Costume Design for Performances	2
16	1225622667	Content Management	2
17	1225622668	Digital Marketing	2

18	1225622669	Public Speaking	2
19	1225622670	Social Media Analysis	2
20	1225422671	Content Production	2
		<b>Total credits</b>	<b>40</b>

#### Quality Control Course for the ICT Field of Study/Competency/Cluster

No	Course Code	Course	Credit
1	1225322646	ICT-Based Learning	2
2	1225322647	Educational Media and Videography for Elementary Education	2
3	1225322648	Basic Educational Graphic Learning Media	2
4	1225322649	Basic Educational Guidance and Counseling Animation Learning Media	2
		<b>Total Credits</b>	<b>8</b>

#### Quality Control Course for the Field of Study/Competency/Cluster of Special Needs Education and Guidance and Counselling

No	Course Code	Course	Credit
1	1225321654	Inclusive Education	2
2	1225321655	Guidance and Counseling for Elementary School	2
		<b>Total credits</b>	<b>4</b>

### 12.2 Course Prerequisites

The study programme must map out courses based on their interrelationships so that students can more easily plan their studies. By viewing this course structure, students are encouraged to take each course seriously as they are linked to subsequent courses. The programme may enter Prerequisite Courses in Table 11.2.

**Table 12.2. Prerequisite Courses**

No	Code	Course Name	Prerequisite for			
			Prerequisites	Semester	Code	Course Title
1	1225331621	Fundamentals of Biology Science	L	I	1225331622	Science Learning in Elementary School
2	1225331620	Basic Concepts of Physics Science	L	II	1225331622	
3	1225321627	Basic Concepts of Civic Education	L	II	1225331628	Civic Education Learning for Elementary School
4	1225331629	Basic Concepts of Indonesian Language and Literature	L	I	1225331632	Indonesian Language Learning in Elementary School
5	1225331630	Indonesian Language Proficiency	L	II		
6	1225331631	Children's Literature Appreciation	L	III		
7	1225331625	Basic Concepts of Social Studies	L	I	1225331626	Social Studies Learning in Elementary School
8	1225321644	Foundations of Education	L	II	1225321640	Basic Principles and Development of Elementary School Curriculum
9	1225321616	Arithmetic and Algebra	L	II	1225331618	Mathematics Learning in Elementary School
10	1225321617	Geometry and Measurement in Elementary School	L	III		
11	1225321618	Basic Statistics	L	IV		
12	1225321618	Basic Statistics	L	IV	1225322652	Research Statistics
13	1225321645	Learning Evaluation	L	II	1225322658	Microteaching
14	1225331622	Science Learning in Elementary School	L	III		
15	1225331628	Civic Education Learning for Elementary School	L	III		
16	1225321655	Guidance and Counseling for Elementary School	L	III		

17	1225321655	Guidance and Counseling for Elementary School	L	IV		
18	1225321640	Basic Principles and Development of Elementary School Curriculum	L	IV		
19	1225331626	Social Studies Learning in Elementary School	L	IV		
20	1225331618	Mathematics Learning in Elementary School	L	V		
21	1225322647	Educational Media and Videography for Elementary Education	L	V		
22	1225322648	Basic Educational Graphic Learning Media	L	V		
23	1225331641	Lesson Planning	L	V		
24	1225322658	Microteaching	L	VI	1225342657	Internship – Curriculum Analysis
					1225322671	Internship – Lesson Plan Development
					1225322672	Internship – Curriculum Analysis
					1225322673	Internship – Lesson Plan Development
25	1225322636	Dance and Drama Arts Education	L	V	1225622661	Stagecraft Engineering
					1225622665	Performing Arts Management
					1225622663	Stage Directing
					1225622666	Costume Design for Performances
26	1225322637	Visual Arts Education	L	IV	1225622661	Stagecraft Engineering
					1225622665	Performing Arts Management
					1225622663	Stage Directing
					1225622666	Costume Design for Performances
27	1225322638	Music Education	L	III	1225622661	Stagecraft Engineering
					1225622665	Performance Arts

						Management
					1225622663	Stage Directing
					1225622666	Costume Design for Performances
28	1225322647	Educational Media and Videography for Elementary Education	L	V	1225622666	Costume Design for Performances
					1225622667	Content Management
					1225622668	Digital Marketing
					1225622669	Public Speaking
					1225422670	Content Production
29	1225322648	Basic Educational Graphic Learning Media	L	V	1225622666	Costume Design for Performances
					1225622667	Content Management
					1225622668	Digital Marketing
					1225622669	Public Speaking
					1225422670	Content Production
30	1225322649	Basic Educational Guidance and Counseling Animation Learning Media	L	V	1225622666	Costume Design for Performances
					1225622667	Content Management
					1225622668	Digital Marketing
					1225622669	Public Speaking
					1225422670	Content Production
31	1225322647	Educational Media and Videography for Elementary Education	L	V		
32	1225322648	Basic Educational Graphic Learning Media	L	V		
33	1225322649	Basic Educational Guidance and Counseling Animation Learning Media	L	V	1225221612	Technology-based entrepreneurship

Notes: L = Passed, PT = Previously Taken, B = Concurrent, meaning taken concurrently with a prerequisite course, L(B) = Passed with a minimum grade of B subject to the field of study.

### 13. Learning Management

Curriculum and learning management in higher education institutions is governed by Article 40 of Ministry of Education and Culture Regulation No. 3 of 2020, which emphasises

the principles of accountability, transparency, and participation. These standards encompass planning, implementation, evaluation, and curriculum development, which must be aligned with the institution's vision and mission as well as the needs of stakeholders. Curriculum management must involve the quality assurance unit to ensure compliance with the National Higher Education Standards (SNDIKTI). Curriculum implementation is carried out through collaboration between the head of the study programme, lecturers, and educational staff to achieve measurable graduate competencies.

The implementation of learning activities outside the study programme (such as internships, Community Service Programmes (KKN), student exchanges, etc.) falls under the coordination of the university's Coordinator for the Fulfilment of Learning Loads Outside the Study Programme and is implemented by the study programme's Coordinator for the Fulfilment of Learning Loads Outside the Study Programme in coordination with the Head of the Study Programme. The learning management table is as follows:

**Table 12.1 Learning management in the study programme**

No	Activity	Officer
1	Person responsible for curriculum development	Head of the study programme
2	Person in Charge of Course Materials (RPS, RAE and RT) for Courses in the Curriculum	Head of the study programme
3	PIC for monitoring and evaluation of curriculum implementation (referring to learning materials) <ul style="list-style-type: none"> <li>● Checking the alignment of questions with CPMK and/or PLO</li> <li>● Verification of assessment duration against course credit weighting</li> </ul>	Head of the study programme together with SUPMF
4	PIC for monitoring and evaluation of the implementation of the Fulfilment of Study Load Outside the Study Programme <ul style="list-style-type: none"> <li>● Verification of the duration of activities for the Fulfilment of Study Load Outside the Study Programme</li> <li>● Review of the alignment of acquired competencies with PLO</li> <li>● Verification of the alignment of assessment formats and techniques with PLO</li> <li>● Review of guidelines for students, field supervisors, and programme supervisors</li> </ul>	Head of the study programme together with SUPMF
5	PIC for monitoring and evaluating PLO achievement, as well as reporting on PLO achievement	Head of the study programme together with SUPMF

## **14. Admission Procedures for Students at Various Stages of the Curriculum**

UPGRIS has several pathways in the New Student Admission process, including:

### **1. Merit-Based Pathway**

This is an admission pathway for high school students or equivalent who have graduated or are due to graduate in the current year, or who were declared to have graduated no more than two years previously, based on a selection process using the average of their report card grades or academic and non-academic achievement certificates. The selection of report card grades uses the average of grades from Years 10–11 in Semesters 1–4. The minimum acceptable average for this merit-based pathway is 75.

### **2. Regular Track**

This is an admission pathway for high school students or equivalent who have graduated or are due to graduate in the current year, or who were declared to have graduated no more than two years previously, without any specific conditions or tests.

### **3. Kartu Indonesia Pintar (KIP) Scholarship Track**

This is an admission pathway for senior high school students or equivalent who have graduated or are due to graduate in the current year, or who were declared to have graduated no more than two years previously. This pathway is intended for prospective students from low-income backgrounds, as evidenced by a means test and in accordance with applicable regulations.

### **4. Qur'an Memorisation Scholarship Pathway**

This is an admission pathway for high school students or equivalent who have graduated or are due to graduate in the current academic year, or who were declared to have graduated no more than two years previously, with selection based on Qur'an memorisation and an interview. Prospective students who pass the tests will receive a scholarship commensurate with their level of memorisation, as evidenced by a Qur'an memorisation certificate and Sanad issued by the institution overseeing the prospective student.

### **5. Employee Pathway**

This is an admission pathway for workers who wish to continue their education at university. The employee pathway offers flexibility in terms of lecture timetables.

### **6. RPL (Recognition of Prior Learning) Pathway**

The RPL pathway is an admission route available to prospective students who have a track record of prior learning, whether formal or non-formal. Formal education (from Diploma 1 to Bachelor's degree) is evidenced by a diploma, whilst non-formal education (training/courses) is evidenced by recognised certificates, which are converted into a specific number of credit points. This pathway allows prospective students to complete their studies in a shorter time due to the recognition/conversion of credits.

### **7. Regular Postgraduate Pathway**

This is an admission pathway for graduates of Bachelor's degree (S1) programmes in education or non-education fields, from any study programme, provided their diplomas are

recognised by the Ministry of National Education and hold a certain level of accreditation. This pathway involves several selection stages, such as an academic paper assessment and an interview.

#### 8. Postgraduate RPL Pathway

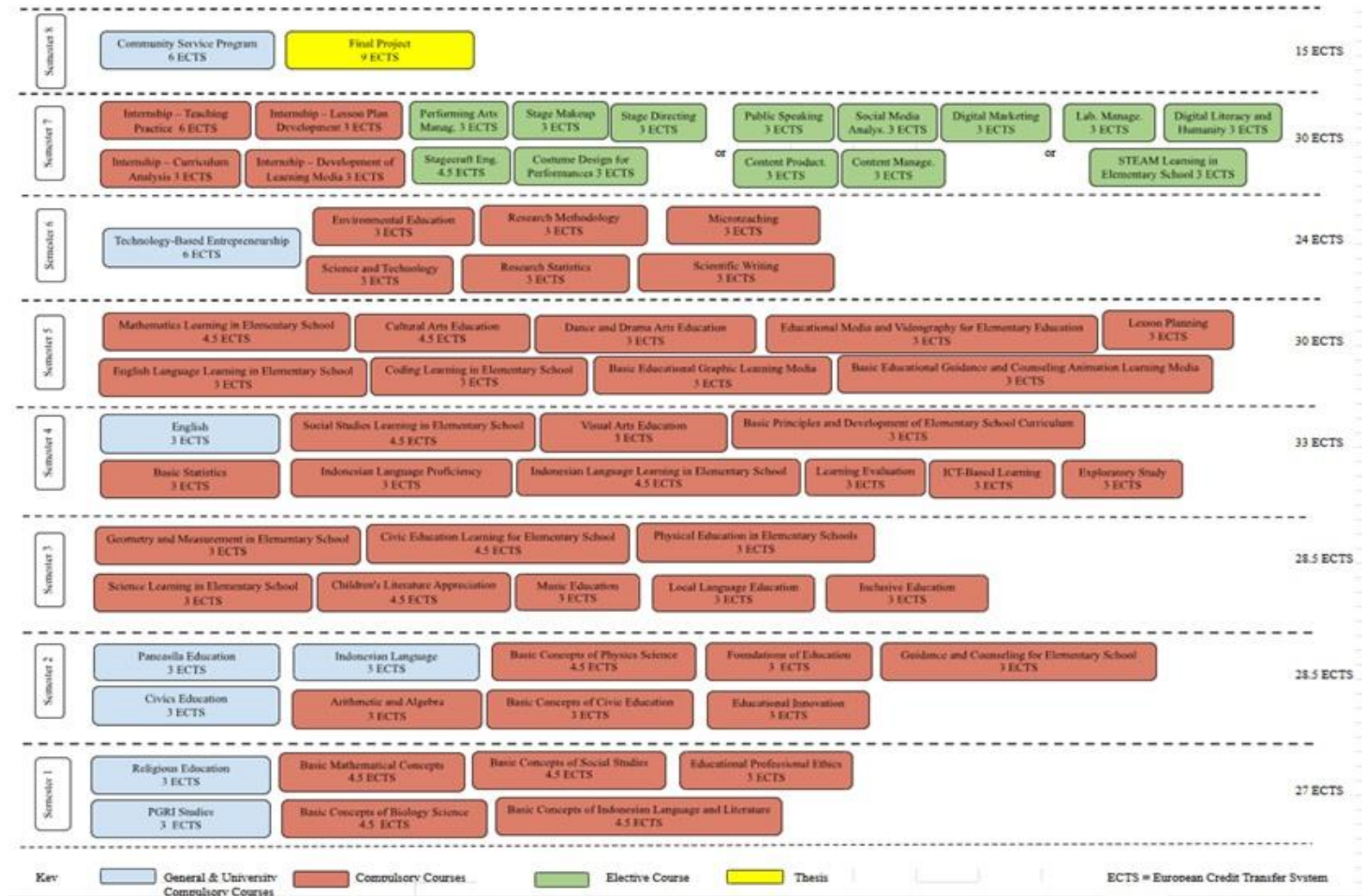
This is an admission pathway for graduates of Bachelor's degree (S1) programmes in education or non-education fields, provided their degree is recognised by the Ministry of National Education and holds a specific accreditation level. This pathway requires a record of prior learning, both formal and non-formal, which will be converted into a specific number of credit points, thereby enabling prospective students to complete their studies in a shorter timeframe.

### 15. Conclusion

This curriculum document for the Elementary Teacher Education Programme (PGSD) has been compiled as an official guideline for the implementation of the learning process and the development of student competencies. By referring to national higher education standards and current regulations, this curriculum is expected to meet the need for the development of professional, adaptable, and character-driven human resources in line with the challenges of the times. The implementation of this curriculum is the shared responsibility of the entire academic community, from leadership, lecturers, and support staff to students, driven by a spirit of collaboration and innovation.

Moving forward, this curriculum document will be continuously evaluated and developed on a regular basis to ensure it remains relevant to the dynamics of education and the needs of society. The Elementary Teacher Education Study Programme's commitment to maintaining educational quality through responsive and evidence-based curriculum management will serve as the primary foundation for producing graduates who are competent and highly competitive at both national and international levels.

# Overview Curriculum



Course Type		Credit Points	Semester								TOTAL
			1	2	3	4	5	6	7	8	
University Compulsory Course		30	9	9	0	0	0	6	0	6	30
Compulsory Course		162	19.5	21	28.5	27	30	18	18	0	162
Elective Course		15	0	0	0	0	0	0	15	0	15
Final Project, Internship, Thesis		9	0	0	0	0	0	0	0	9	9
Total ECTS Credit Points		216.00	28.50	30.00	28.50	27.00	30.00	24.00	33.00	15.00	0
Total SKS Credit Points		144.00									
Legends											
Type	C = Compulsory; E = Elective										
Credit Points	ECTS Credit Points										
Academic Hours	Academic Hours per Semester										
Learning Activities	L = Lecture (Discussion, Presentation, Quiz, Case Method, Project Base Learning, Exam) A = Assignment E = Exercise FP= Final Project La= Laboratory Activity In=Internship										
	Type	Semester	Credit Points	Academic Hours	Learning Activities					Weight for GPA	
University Compulsory Course				30	900						
1525221601	Religious Education	C	1	3	90	L = 26	A = 32	E = 32			0.013888889
1525121604	Civics Education	C	1	3	90	L = 26	A = 32	E = 32			0.013888889
1525221602	PGRI Studies	C	1	3	90	L = 26	A = 32	E = 32			0.013888889
1525121603	Pancasila Education	C	2	3	90	L = 26	A = 32	E = 32			0.013888889
1525121602	Indonesian Language	C	2	3	90	L = 26	A = 32	E = 32			0.013888889
1525221605	English	C	2	3	90	L = 26	A = 32	E = 32			0.013888889
1525244628	Technology-Based Entrepreneurship	C	6	6	180	L = 13	A = 16	E = 16	La = 90	Fw = 45	0.027777778

1525244607	Community Service Program (KKN)	C	8	6	180	Fw = 181					0.027777778
<b>Compulsory Course</b>				<b>162</b>	<b>4860</b>						
1525321612	Student Development	C	1	3	90	L = 26	A = 32	E = 32			0.013888889
1525331629	Basic Concepts of Early Childhood Education	C	1	3	90	L = 26	A = 32	E = 32			0.013888889
1525331648	Child Growth and Development	C	1	4.5	135	L = 40	A = 48	E = 48			0.020833333
1525321611	Foundations of Education	C	1	3	90	L = 26	A = 32	E = 32			0.013888889
1525321617	Learning and Instruction in Early Childhood Education	C	1	3	90	L = 26	A = 32	E = 32			0.013888889
1525321638	Parenting and Family Education for Early Childhood	C	1	3	90	L = 26	A = 32	E = 32			0.013888889
1525332619	Play-Based Learning and Games	C	2	3	90	L = 26	A = 32	E = 32			0.013888889
1525632631	Digital Literacy	C	2	3	90	L = 26	A = 32	E = 32			0.013888889
1525331635	Innovative Learning for Early Childhood Education	C	2	4.5	135	L = 40	A = 48	E = 48			0.020833333
1525321610	Educational Professional Ethics	C	2	3	90	L = 26	A = 32	E = 32			0.013888889
1525321622	Parent-Child Communication and Caregiving	C	2	3	90	L = 26	A = 32	E = 32			0.013888889
1525321634	Holistic and Integrative Early Childhood Education	C	2	4.5	135	L = 40	A = 48	E = 48			0.020833333
1525332623	Basic Concepts of Language and Literacy in Early Childhood	C	3	3	90	L = 26	A = 32	E = 32			0.013888889
1525332627	Basic Concepts of Social Studies in Early Childhood	C	3	3	90	L = 26	A = 32	E = 32			0.013888889
1525332628	Basic Concepts of Physical and Motor Development in Early Childhood	C	3	3	90	L = 26	A = 32	E = 32			0.013888889
1525321621	Health and Nutrition	C	3	3	90	L = 26	A = 32	E = 32			0.013888889
1525332625	Basic Concepts of Moral and Religious Development	C	3	3	90	L = 26	A = 32	E = 32			0.013888889
1525331630	Early Childhood Education Curriculum	C	3	4.5	135	L = 40	A = 48	E = 48			0.020833333
1525331647	Learning Strategies and Models in Early Childhood Education	C	3	3	90	L = 26	A = 32	E = 32			0.013888889
1525331637	Science Learning for Early Childhood Education	C	3	3	90	L = 26	A = 32	E = 32			0.013888889
1525321649	Early Childhood Education Program Management	C	3	3	90	L = 26	A = 32	E = 32			0.013888889
1525321620	Guidance and Support for Early Childhood Education	C	4	3	90	L = 26	A = 32	E = 32			0.013888889
1525321641	Instructional Planning for Early Childhood Education	C	4	3	90	L = 26	A = 32	E = 32			0.013888889
1525622642	Learning Environment Management for Early Childhood Education	C	4	3	90	L = 26	A = 32	E = 32			0.013888889
1525622651	Kindergarten Administration and Management	C	4	3	90	L = 26	A = 32	E = 32			0.013888889

1525321617	Assessment of Early Childhood Learning	C	4	3	90	L = 26	A = 32	E = 32		0.013888889
1525331626	Basic Concepts of Emotional Development in Early Childhood	C	4	3	90	L = 13	A = 16	E = 16	La = 45	0.013888889
1525332624	Basic Concepts of Mathematics in Early Childhood	C	4	3	90	L = 26	A = 32	E = 32		0.013888889
1525322646	Learning Resources and Instructional Media	C	4	3	90	L = 26	A = 32	E = 32		0.013888889
1525762645	Exploratory Studies	C	4	3	90	L = 26	A = 32	E = 32		0.013888889
1525321644	Statistics	C	5	3	90	L = 26	A = 32	E = 32		0.013888889
1525626253	Graphic Learning Media for Early Childhood Education	C	5	3	90	L = 26	A = 32	E = 32		0.013888889
1525332655	Music Education for Early Childhood	C	5	3	90	L = 26	A = 32	E = 32		0.013888889
1525332656	Dance and Drama Education for Children	C	5	3	90	L = 26	A = 32	E = 32		0.013888889
1525331657	Children's Visual Arts Education	C	5	3	90	L = 26	A = 32	E = 32		0.013888889
1525331660	Stage Makeup and Hairstyling for Performances	C	5	3	90	L = 26	A = 32	E = 32		0.013888889
1525626252	Educational Video Editing for Early Childhood Learning	C	5	3	90	L = 26	A = 32	E = 32		0.013888889
1525626254	Animated Guidance and Counseling Media for Early Childhood Education	C	5	3	90	L = 26	A = 32	E = 32		0.013888889
1525331658	Stage Decoration Design for Early Childhood Performances	C	5	3	90	L = 26	A = 32	E = 32		0.013888889
1525331659	Costume Design for Children's Performing Arts	C	5	3	90	L = 26	A = 32	E = 32		0.013888889
1525721632	Research Methods	C	6	3	90	L = 26	A = 32	E = 32		0.013888889
1525321636	English Language Learning for Early Childhood Education	C	6	3	90	L = 26	A = 32	E = 32		0.013888889
1525622650	Management of Playgroups and Childcare Centers	C	6	3	90	L = 26	A = 32	E = 32		0.013888889
1525322633	Microteaching	C	6	3	90	L = 26	A = 32	E = 32		0.013888889
1525331639	Inclusive Education	C	6	3	90	L = 26	A = 32	E = 32		0.013888889
1525321640	Professional Development of Educators	C	6	3	90	L = 26	A = 32	E = 32		0.013888889
1525344616	Internship - Teaching Practice	C	7	6	180	In = 181				0.027777778
1525322613	Internship - Curriculum Analysis	C	7	3	90	L = 26	A = 32	E = 32		0.013888889
3125324625	Internship - Lesson Plan Development	C	7	3	90	L = 26	A = 32	E = 32		0.013888889
1525322615	Internship - Development of Learning Media	C	7	3	90	L = 26	A = 32	E = 32		0.013888889
1525723643	Research Proposal Seminar	C	7	3	90	L = 26	A = 32	E = 32		0.013888889
<b>Elective Course *only 15 ECTS elective courses are taken</b>				<b>15</b>	<b>450</b>					

1525321662	Studies in Performing Arts for Children	E	7	3	90	L = 26	A = 32	E = 32		0.013888889
1525321665	Performing Arts Space and Stage Design	E	7	3	90	L = 26	A = 32	E = 32		0.013888889
1525321666	Educational Multimedia Development	E	7	3	90	L = 26	A = 32	E = 32		0.013888889
1525321669	Integrated Educational Multimedia Production and Management	E	7	3	90	L = 26	A = 32	E = 32		0.013888889
1525321661	Musical Instruments for Early Childhood Education	E	7	3	90	L = 26	A = 32	E = 32		0.013888889
1525321663	Performing Arts Management for Educational Contexts	E	7	3	90	L = 26	A = 32	E = 32		0.013888889
1525321664	Properties and Props for Performing Arts	E	7	3	90	L = 26	A = 32	E = 32		0.013888889
1525321667	Research Methods for Educational Multimedia	E	7	3	90	L = 26	A = 32	E = 32		0.013888889
1525321668	Educational Multimedia Project Management	E	7	3	90	L = 26	A = 32	E = 32		0.013888889
1525321670	Application and Implementation of Educational Multimedia Components	E	7	3	90	L = 26	A = 32	E = 32		0.013888889
<b>Final Project Course</b>				<b>9</b>	<b>270</b>					
1525765659	Final Project	C	8	9	270	FP = 272				0.041666667
									<b>TOTAL WEGHT GPA</b>	<b>1.000000000</b>